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Thesis

PROVISIONS FOR IMPARTING OCCUPATIONAL INFORMATION  
IN SELECTED SENIOR AND JUNIOR COLLEGES

Submitted by

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(B.S. in Ed., Boston University, 1946)

In partial fulfillment of requirements for  
the degree of Master of Education

1949

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## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
A. Occupational Information Problem	1
1. Statement of the problem	1
2. Lack of literature concerning programs of occupational information in institutions of higher learning	1
3. Justification of the problem	2
B. Complexities and Uncertainties	2
1. Complexities of the present day	2
2. Value of the study	4
II. PROCEDURE	5
A. The Research Instrument	5
1. Need of a research instrument	5
2. Preparation of the research instrument	5
3. Form of the research instrument	6
4. Description of the research instrument	7
5. Four main sections of the questionnaire	7
6. Detailed analysis of the questionnaire	8
7. Title Page	8
8. Section I, Plans of Organization for the Group Study of Occupational Information	9
9. Section II, Content of Organized Offering in Occupational Information	9



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## TABLE OF CONTENTS

CHAPTER		PAGE
	10. Section III, Specific Methods Used in Imparting Occupational Information	10
	11. Section IV, Objectives of Occupational Information Programs	11
	12. Test sampling of the research instrument	11
B.	Selecting the Institutions	12
	1. Preparation of the mailing list	12
	2. Mailing procedure	13
	3. Institutions participating in the study	13
C.	Characteristics of the Institutions	15
	1. Purpose of the title page	15
	2. Diversity of respondent titles	16
	3. Range of enrollments reported	18
	4. Total number of students represented in the study	20
	5. Analysis of the population data	20
III.	ORGANIZATION FOR GROUP STUDY OF OCCUPATIONAL INFORMATION	22
A.	Organization and the Program	22
	1. Importance of organization	22
	2. Description of the tables	23
B.	Detailed Analysis of the Organization	23
	1. Through regularly organized courses in guidance or occupations	23



## TABLE OF CONTENTS

CHAPTER	PAGE
2. Organized units in occupational information in one or more regular subject matter courses	27
3. Through student assemblies	30
4. Through small interest group conferences	33
5. Summary of the findings	36
IV. CONTENT OF ORGANIZED OFFERING IN OCCUPATIONAL INFORMATION	38
A. Content and the Program	38
1. Importance of content	38
2. Diversity of content	38
3. Group organization and content	39
B. Content in Higher Education	39
1. Topics and units in occupational information	39
2. Need for editing	40
3. Opportunities in various fields	41
4. Summary of the findings	41
V. SPECIFIC METHODS USED IN IMPARTING OCCUPATIONAL INFORMATION	47
A. Importance of Method	47
1. Need for specific methods	47
2. Teaching technique	47
3. Diversity of methods	48

TABLE OF CONTENTS

Page

1	Introduction	1
2	Chapter I	2
3	Chapter II	3
4	Chapter III	4
5	Chapter IV	5
6	Chapter V	6
7	Chapter VI	7
8	Chapter VII	8
9	Chapter VIII	9
10	Chapter IX	10
11	Chapter X	11
12	Chapter XI	12
13	Chapter XII	13
14	Chapter XIII	14
15	Chapter XIV	15
16	Chapter XV	16
17	Chapter XVI	17
18	Chapter XVII	18
19	Chapter XVIII	19
20	Chapter XIX	20
21	Chapter XX	21
22	Chapter XXI	22
23	Chapter XXII	23
24	Chapter XXIII	24
25	Chapter XXIV	25
26	Chapter XXV	26
27	Chapter XXVI	27
28	Chapter XXVII	28
29	Chapter XXVIII	29
30	Chapter XXIX	30
31	Chapter XXX	31
32	Chapter XXXI	32
33	Chapter XXXII	33
34	Chapter XXXIII	34
35	Chapter XXXIV	35
36	Chapter XXXV	36
37	Chapter XXXVI	37
38	Chapter XXXVII	38
39	Chapter XXXVIII	39
40	Chapter XXXIX	40
41	Chapter XL	41
42	Chapter XLI	42
43	Chapter XLII	43
44	Chapter XLIII	44
45	Chapter XLIV	45
46	Chapter XLV	46
47	Chapter XLVI	47
48	Chapter XLVII	48
49	Chapter XLVIII	49
50	Chapter XLIX	50
51	Chapter L	51
52	Chapter LI	52
53	Chapter LII	53
54	Chapter LIII	54
55	Chapter LIV	55
56	Chapter LV	56
57	Chapter LVI	57
58	Chapter LVII	58
59	Chapter LVIII	59
60	Chapter LIX	60
61	Chapter LX	61
62	Chapter LXI	62
63	Chapter LXII	63
64	Chapter LXIII	64
65	Chapter LXIV	65
66	Chapter LXV	66
67	Chapter LXVI	67
68	Chapter LXVII	68
69	Chapter LXVIII	69
70	Chapter LXIX	70
71	Chapter LXX	71
72	Chapter LXXI	72
73	Chapter LXXII	73
74	Chapter LXXIII	74
75	Chapter LXXIV	75
76	Chapter LXXV	76
77	Chapter LXXVI	77
78	Chapter LXXVII	78
79	Chapter LXXVIII	79
80	Chapter LXXIX	80
81	Chapter LXXX	81
82	Chapter LXXXI	82
83	Chapter LXXXII	83
84	Chapter LXXXIII	84
85	Chapter LXXXIV	85
86	Chapter LXXXV	86
87	Chapter LXXXVI	87
88	Chapter LXXXVII	88
89	Chapter LXXXVIII	89
90	Chapter LXXXIX	90
91	Chapter LXXXX	91
92	Chapter LXXXXI	92
93	Chapter LXXXXII	93
94	Chapter LXXXXIII	94
95	Chapter LXXXXIV	95
96	Chapter LXXXXV	96
97	Chapter LXXXXVI	97
98	Chapter LXXXXVII	98
99	Chapter LXXXXVIII	99
100	Chapter LXXXXIX	100
101	Chapter LXXXXX	101
102	Chapter LXXXXXI	102
103	Chapter LXXXXXII	103
104	Chapter LXXXXXIII	104
105	Chapter LXXXXXIV	105
106	Chapter LXXXXXV	106
107	Chapter LXXXXXVI	107
108	Chapter LXXXXXVII	108
109	Chapter LXXXXXVIII	109
110	Chapter LXXXXXIX	110
111	Chapter LXXXXXX	111
112	Chapter LXXXXXXI	112
113	Chapter LXXXXXXII	113
114	Chapter LXXXXXXIII	114
115	Chapter LXXXXXXIV	115
116	Chapter LXXXXXXV	116
117	Chapter LXXXXXXVI	117
118	Chapter LXXXXXXVII	118
119	Chapter LXXXXXXVIII	119
120	Chapter LXXXXXXIX	120
121	Chapter LXXXXXXX	121
122	Chapter LXXXXXXXI	122
123	Chapter LXXXXXXXII	123
124	Chapter LXXXXXXXIII	124
125	Chapter LXXXXXXXIV	125
126	Chapter LXXXXXXXV	126
127	Chapter LXXXXXXXVI	127
128	Chapter LXXXXXXXVII	128
129	Chapter LXXXXXXXVIII	129
130	Chapter LXXXXXXXIX	130
131	Chapter LXXXXXXXI	131
132	Chapter LXXXXXXXII	132
133	Chapter LXXXXXXXIII	133
134	Chapter LXXXXXXXIV	134
135	Chapter LXXXXXXXV	135
136	Chapter LXXXXXXXVI	136
137	Chapter LXXXXXXXVII	137
138	Chapter LXXXXXXXVIII	138
139	Chapter LXXXXXXXIX	139
140	Chapter LXXXXXXXI	140
141	Chapter LXXXXXXXII	141
142	Chapter LXXXXXXXIII	142
143	Chapter LXXXXXXXIV	143
144	Chapter LXXXXXXXV	144
145	Chapter LXXXXXXXVI	145
146	Chapter LXXXXXXXVII	146
147	Chapter LXXXXXXXVIII	147
148	Chapter LXXXXXXXIX	148
149	Chapter LXXXXXXXI	149
150	Chapter LXXXXXXXII	150
151	Chapter LXXXXXXXIII	151
152	Chapter LXXXXXXXIV	152
153	Chapter LXXXXXXXV	153
154	Chapter LXXXXXXXVI	154
155	Chapter LXXXXXXXVII	155
156	Chapter LXXXXXXXVIII	156
157	Chapter LXXXXXXXIX	157
158	Chapter LXXXXXXXI	158
159	Chapter LXXXXXXXII	159
160	Chapter LXXXXXXXIII	160
161	Chapter LXXXXXXXIV	161
162	Chapter LXXXXXXXV	162
163	Chapter LXXXXXXXVI	163
164	Chapter LXXXXXXXVII	164
165	Chapter LXXXXXXXVIII	165
166	Chapter LXXXXXXXIX	166
167	Chapter LXXXXXXXI	167
168	Chapter LXXXXXXXII	168
169	Chapter LXXXXXXXIII	169
170	Chapter LXXXXXXXIV	170
171	Chapter LXXXXXXXV	171
172	Chapter LXXXXXXXVI	172
173	Chapter LXXXXXXXVII	173
174	Chapter LXXXXXXXVIII	174
175	Chapter LXXXXXXXIX	175
176	Chapter LXXXXXXXI	176
177	Chapter LXXXXXXXII	177
178	Chapter LXXXXXXXIII	178
179	Chapter LXXXXXXXIV	179
180	Chapter LXXXXXXXV	180
181	Chapter LXXXXXXXVI	181
182	Chapter LXXXXXXXVII	182
183	Chapter LXXXXXXXVIII	183
184	Chapter LXXXXXXXIX	184
185	Chapter LXXXXXXXI	185
186	Chapter LXXXXXXXII	186
187	Chapter LXXXXXXXIII	187
188	Chapter LXXXXXXXIV	188
189	Chapter LXXXXXXXV	189
190	Chapter LXXXXXXXVI	190
191	Chapter LXXXXXXXVII	191
192	Chapter LXXXXXXXVIII	192
193	Chapter LXXXXXXXIX	193
194	Chapter LXXXXXXXI	194
195	Chapter LXXXXXXXII	195
196	Chapter LXXXXXXXIII	196
197	Chapter LXXXXXXXIV	197
198	Chapter LXXXXXXXV	198
199	Chapter LXXXXXXXVI	199
200	Chapter LXXXXXXXVII	200

## TABLE OF CONTENTS

CHAPTER	PAGE
B. Method in Higher Education	49
1. Institutions reporting	49
2. The use of visual aids	49
3. The use of printed material	49
4. Personal contacts	54
5. Occupational radio programs and records	55
6. Summary of the findings	55
VI. OBJECTIVES OF OCCUPATIONAL INFORMATION PROGRAMS	56
A. Objectives and Planning	56
1. Need of objectives in planning programs	56
2. Common objectives found in institutions of higher learning	56
3. Need of editing to avoid repetition	57
B. Lack of Formal Objectives in Planning	60
1. Failure to establish objectives	60
2. Overview of fields of work	61
3. How to study occupations	61
4. Summary of the findings	61
VII. SUMMARY AND CONCLUSION	63
A. Needs of Higher Education	63
1. Failure to provide organized group study	63
2. Content of occupational information programs	63





## TABLE OF CONTENTS

CHAPTER	PAGE
3. Specific methods and objectives	64
4. General conclusion	64
B. Limitations and Future Studies	65
1. Limitations of the present study	65
2. Need for further study	66
BIBLIOGRAPHY	67
APPENDIX	69

## Table 1.1

Year	Population (millions)	GDP (billions of dollars)	Per capita GDP (dollars)
1950	2,500	1,000	400
1960	3,000	2,000	667
1970	3,700	4,000	1,081
1980	4,400	8,000	1,818
1990	5,300	15,000	2,830
2000	6,100	28,000	4,590
2010	6,900	50,000	7,246
2020	7,700	70,000	9,091

## LIST OF TABLES

TABLE	PAGE
1. Titles of Respondents Reporting in 48 Senior Colleges..	16
2. Titles of Respondents Reporting in 16 Junior Colleges..	17
3. Range of Enrollment Distribution of 48 Senior Colleges as Reported .....	19
4. Range of Enrollment Distribution of 16 Junior Colleges as Reported .....	19
5. Analysis of Coeducational Population of the 64 Re- porting Institutions .....	20
6. Analysis of Student Population of the 64 Reporting Institutions Admitting Men or Women Only .....	21
7. Plans of Organization for Group Study of Occupational Information Through Regularly Organized Courses in Guidance or Occupations as Reported in 48 Senior Colleges .....	24
8. Plans of Organization for Group Study of Occupational Information Through Regularly Organized Courses in Guidance or Occupations as Reported in 16 Junior Colleges.....	25
9. Plans of Organization for Group Study of Occupational Information by Including Definitely Organized Units in Regular Subject Matter Courses as Reported in 48 Senior Colleges .....	27
10. Plans of Organization for Group Study of Occupational Information by Including Definitely Organized Units in Regular Subject Matter Courses as Reported in 16 Junior Colleges .....	28
11. Plans of Organization for Group Study of Occupational Information Through Student Assemblies as Reported in 48 Senior Colleges .....	30
12. Plans of Organization for Group Study of Occupational Information Through Student Assemblies as Reported in 16 Junior Colleges .....	32

TABLE OF CONTENTS

1	1. Introduction	1
2	2. Theoretical Framework	2
3	3. Methodology	3
4	4. Results	4
5	5. Discussion	5
6	6. Conclusion	6
7	7. References	7
8	8. Appendix	8
9	9. Bibliography	9
10	10. Glossary	10
11	11. Index	11
12	12. Summary	12
13	13. Acknowledgments	13
14	14. Notes	14
15	15. Footnotes	15
16	16. Endnotes	16
17	17. Appendix A	17
18	18. Appendix B	18
19	19. Appendix C	19
20	20. Appendix D	20
21	21. Appendix E	21
22	22. Appendix F	22
23	23. Appendix G	23
24	24. Appendix H	24
25	25. Appendix I	25
26	26. Appendix J	26
27	27. Appendix K	27
28	28. Appendix L	28
29	29. Appendix M	29
30	30. Appendix N	30
31	31. Appendix O	31
32	32. Appendix P	32
33	33. Appendix Q	33
34	34. Appendix R	34
35	35. Appendix S	35
36	36. Appendix T	36
37	37. Appendix U	37
38	38. Appendix V	38
39	39. Appendix W	39
40	40. Appendix X	40
41	41. Appendix Y	41
42	42. Appendix Z	42
43	43. Appendix AA	43
44	44. Appendix AB	44
45	45. Appendix AC	45
46	46. Appendix AD	46
47	47. Appendix AE	47
48	48. Appendix AF	48
49	49. Appendix AG	49
50	50. Appendix AH	50
51	51. Appendix AI	51
52	52. Appendix AJ	52
53	53. Appendix AK	53
54	54. Appendix AL	54
55	55. Appendix AM	55
56	56. Appendix AN	56
57	57. Appendix AO	57
58	58. Appendix AP	58
59	59. Appendix AQ	59
60	60. Appendix AR	60
61	61. Appendix AS	61
62	62. Appendix AT	62
63	63. Appendix AU	63
64	64. Appendix AV	64
65	65. Appendix AW	65
66	66. Appendix AX	66
67	67. Appendix AY	67
68	68. Appendix AZ	68
69	69. Appendix BA	69
70	70. Appendix BB	70
71	71. Appendix BC	71
72	72. Appendix BD	72
73	73. Appendix BE	73
74	74. Appendix BF	74
75	75. Appendix BG	75
76	76. Appendix BH	76
77	77. Appendix BI	77
78	78. Appendix BJ	78
79	79. Appendix BK	79
80	80. Appendix BL	80
81	81. Appendix BM	81
82	82. Appendix BN	82
83	83. Appendix BO	83
84	84. Appendix BP	84
85	85. Appendix BQ	85
86	86. Appendix BR	86
87	87. Appendix BS	87
88	88. Appendix BT	88
89	89. Appendix BU	89
90	90. Appendix BV	90
91	91. Appendix BW	91
92	92. Appendix BX	92
93	93. Appendix BY	93
94	94. Appendix BZ	94
95	95. Appendix CA	95
96	96. Appendix CB	96
97	97. Appendix CC	97
98	98. Appendix CD	98
99	99. Appendix CE	99
100	100. Appendix CF	100
101	101. Appendix CG	101
102	102. Appendix CH	102
103	103. Appendix CI	103
104	104. Appendix CJ	104
105	105. Appendix CK	105
106	106. Appendix CL	106
107	107. Appendix CM	107
108	108. Appendix CN	108
109	109. Appendix CO	109
110	110. Appendix CP	110
111	111. Appendix CQ	111
112	112. Appendix CR	112
113	113. Appendix CS	113
114	114. Appendix CT	114
115	115. Appendix CU	115
116	116. Appendix CV	116
117	117. Appendix CW	117
118	118. Appendix CX	118
119	119. Appendix CY	119
120	120. Appendix CZ	120
121	121. Appendix DA	121
122	122. Appendix DB	122
123	123. Appendix DC	123
124	124. Appendix DD	124
125	125. Appendix DE	125
126	126. Appendix DF	126
127	127. Appendix DG	127
128	128. Appendix DH	128
129	129. Appendix DI	129
130	130. Appendix DJ	130
131	131. Appendix DK	131
132	132. Appendix DL	132
133	133. Appendix DM	133
134	134. Appendix DN	134
135	135. Appendix DO	135
136	136. Appendix DP	136
137	137. Appendix DQ	137
138	138. Appendix DR	138
139	139. Appendix DS	139
140	140. Appendix DT	140
141	141. Appendix DU	141
142	142. Appendix DV	142
143	143. Appendix DW	143
144	144. Appendix DX	144
145	145. Appendix DY	145
146	146. Appendix DZ	146
147	147. Appendix EA	147
148	148. Appendix EB	148
149	149. Appendix EC	149
150	150. Appendix ED	150
151	151. Appendix EE	151
152	152. Appendix EF	152
153	153. Appendix EG	153
154	154. Appendix EH	154
155	155. Appendix EI	155
156	156. Appendix EJ	156
157	157. Appendix EK	157
158	158. Appendix EL	158
159	159. Appendix EM	159
160	160. Appendix EN	160
161	161. Appendix EO	161
162	162. Appendix EP	162
163	163. Appendix EQ	163
164	164. Appendix ER	164
165	165. Appendix ES	165
166	166. Appendix ET	166
167	167. Appendix EU	167
168	168. Appendix EV	168
169	169. Appendix EW	169
170	170. Appendix EX	170
171	171. Appendix EY	171
172	172. Appendix EZ	172
173	173. Appendix FA	173
174	174. Appendix FB	174
175	175. Appendix FC	175
176	176. Appendix FD	176
177	177. Appendix FE	177
178	178. Appendix FF	178
179	179. Appendix FG	179
180	180. Appendix FH	180
181	181. Appendix FI	181
182	182. Appendix FJ	182
183	183. Appendix FK	183
184	184. Appendix FL	184
185	185. Appendix FM	185
186	186. Appendix FN	186
187	187. Appendix FO	187
188	188. Appendix FP	188
189	189. Appendix FQ	189
190	190. Appendix FR	190
191	191. Appendix FS	191
192	192. Appendix FT	192
193	193. Appendix FU	193
194	194. Appendix FV	194
195	195. Appendix FW	195
196	196. Appendix FX	196
197	197. Appendix FY	197
198	198. Appendix FZ	198
199	199. Appendix GA	199
200	200. Appendix GB	200
201	201. Appendix GC	201
202	202. Appendix GD	202
203	203. Appendix GE	203
204	204. Appendix GF	204
205	205. Appendix GG	205
206	206. Appendix GH	206
207	207. Appendix GI	207
208	208. Appendix GJ	208
209	209. Appendix GK	209
210	210. Appendix GL	210
211	211. Appendix GM	211
212	212. Appendix GN	212
213	213. Appendix GO	213
214	214. Appendix GP	214
215	215. Appendix GQ	215
216	216. Appendix GR	216
217	217. Appendix GS	217
218	218. Appendix GT	218
219	219. Appendix GU	219
220	220. Appendix GV	220
221	221. Appendix GW	221
222	222. Appendix GX	222
223	223. Appendix GY	223
224	224. Appendix GZ	224
225	225. Appendix HA	225
226	226. Appendix HB	226
227	227. Appendix HC	227
228	228. Appendix HD	228
229	229. Appendix HE	229
230	230. Appendix HF	230
231	231. Appendix HG	231
232	232. Appendix HH	232
233	233. Appendix HI	233
234	234. Appendix HJ	234
235	235. Appendix HK	235
236	236. Appendix HL	236
237	237. Appendix HM	237
238	238. Appendix HN	238
239	239. Appendix HO	239
240	240. Appendix HP	240
241	241. Appendix HQ	241
242	242. Appendix HR	242
243	243. Appendix HS	243
244	244. Appendix HT	244
245	245. Appendix HU	245
246	246. Appendix HV	246
247	247. Appendix HW	247
248	248. Appendix HX	248
249	249. Appendix HY	249
250	250. Appendix HZ	250
251	251. Appendix IA	251
252	252. Appendix IB	252
253	253. Appendix IC	253
254	254. Appendix ID	254
255	255. Appendix IE	255
256	256. Appendix IF	256
257	257. Appendix IG	257
258	258. Appendix IH	258
259	259. Appendix II	259
260	260. Appendix IJ	260
261	261. Appendix IK	261
262	262. Appendix IL	262
263	263. Appendix IM	263
264	264. Appendix IN	264
265	265. Appendix IO	265
266	266. Appendix IP	266
267	267. Appendix IQ	267
268	268. Appendix IR	268
269	269. Appendix IS	269
270	270. Appendix IT	270
271	271. Appendix IU	271
272	272. Appendix IV	272
273	273. Appendix IW	273
274	274. Appendix IX	274
275	275. Appendix IY	275
276	276. Appendix IZ	276
277	277. Appendix JA	277
278	278. Appendix JB	278
279	279. Appendix JC	279
280	280. Appendix JD	280
281	281. Appendix JE	281
282	282. Appendix JF	282
283	283. Appendix JG	283
284	284. Appendix JH	284
285	285. Appendix JI	285
286	286. Appendix JJ	286
287	287. Appendix JK	287
288	288. Appendix JL	288
289	289. Appendix JM	289
290	290. Appendix JN	290
291	291. Appendix JO	291
292	292. Appendix JP	292
293	293. Appendix JQ	293
294	294. Appendix JR	294
295	295. Appendix JS	295
296	296. Appendix JT	296
297	297. Appendix JU	297
298	298. Appendix JV	298
299	299. Appendix JW	299
300	300. Appendix JX	300
301	301. Appendix JY	301
302	302. Appendix JZ	302
303	303. Appendix KA	303
304	304. Appendix KB	304
305	305. Appendix KC	305
306	306. Appendix KD	306
307	307. Appendix KE	307
308	308. Appendix KF	308
309	309. Appendix KG	309
310	310. Appendix KH	310
311	311. Appendix KI	311
312	312. Appendix KJ	312
313	313. Appendix KK	313
314	314. Appendix KL	314
315	315. Appendix KM	315
316	316. Appendix KN	316
317	317. Appendix KO	317
318	318. Appendix KP	318
319	319. Appendix KQ	319
320	320. Appendix KR	320
321	321. Appendix KS	321
322	322. Appendix KT	322
323	323. Appendix KU	323
324	324. Appendix KV	324
325	325. Appendix KW	325
326	326. Appendix KX	326
327	327. Appendix KY	327
328	328. Appendix KZ	328
329	329. Appendix LA	329
330	330. Appendix LB	330
331	331. Appendix LC	331
332	332. Appendix LD	332
333	333. Appendix LE	333
334	334. Appendix LF	334
335	335. Appendix LG	335
336	336. Appendix LH	336
337	337. Appendix LI	337
338	338. Appendix LJ	338
339	339. Appendix LK	339
340	340. Appendix LL	340
341	341. Appendix LM	341
342	342. Appendix LN	342
343	343. Appendix LO	343
344	344. Appendix LP	344
345	345. Appendix LQ	345
346	346. Appendix LR	346
347	347. Appendix LS	347
348	348. Appendix LT	348
349	349. Appendix LU	349
350	350. Appendix LV	350
351	351. Appendix LW	351
352	352. Appendix LX	352
353	353. Appendix LY	353
354	354. Appendix LZ	354
355	355. Appendix MA	355
356	356. Appendix MB	356
357	357. Appendix MC	357
358	358. Appendix MD	358
359	359. Appendix ME	359
360	360. Appendix MF	360
361	361. Appendix MG	361
362	362. Appendix MH	362
363	363. Appendix MI	363
364	364. Appendix MJ	364
365	365. Appendix MK	365
366	366. Appendix ML	366
367	367. Appendix MM	367
368	368. Appendix MN	368
369	369. Appendix MO	369
370	370. Appendix MP	370
371	371. Appendix MQ	371
372	372. Appendix MR	372
373	373. Appendix MS	373
374	374. Appendix MT	374
375	375. Appendix MU	375
376	376. Appendix MV	376
377	377. Appendix MW	377
378	378. Appendix MX	378
379	379. Appendix MY	379
380	380. Appendix MZ	380
381	381. Appendix NA	381
382	382. Appendix NB	382
383	383. Appendix NC	383
384	384. Appendix ND	384
385	385. Appendix NE	385
386	386. Appendix NF	386
387	387. Appendix NG	387
388	388. Appendix NH	388
389	389. Appendix NI	389
390	390. Appendix NJ	390
391	391. Appendix NK	391
392	392. Appendix NL	392
393	393. Appendix NM	393
394	394. Appendix NN	394
395	395. Appendix NO	395
396	396. Appendix NP	396
397	397. Appendix NQ	397
398	398. Appendix NR	398
399	399. Appendix NS	399
400	400. Appendix NT	400
401	401. Appendix NU	401
402	402. Appendix NV	402
403	403. Appendix NW	403
404	404. Appendix NX	404
405	405. Appendix NY	405
406	406. Appendix NZ	406
407	407. Appendix OA	

## LIST OF TABLES

TABLE	PAGE
13. Plans of Organization for Group Study of Occupational Information Through Small Interest Group Conferences as Reported in 48 Senior Colleges .....	33
14. Plans of Organization for Group Study of Occupational Information Through Small Interest Group Conferences as Reported in 16 Junior Colleges.....	36
15. Content of Organized Offering in Occupational Information as Reported in 48 Senior Colleges .....	42
16. Content of Organized Offering in Occupational Information as Reported in 16 Junior Colleges .....	44
17. Specific Methods Used in Imparting Occupational Information as Reported in 48 Senior Colleges .....	50
18. Specific Methods Used in Imparting Occupational Information as Reported in 16 Junior Colleges .....	52
19. Statements of Objectives of Occupational Information Programs in 48 Senior Colleges .....	58
20. Statements of Objectives of Occupational Information Programs in 16 Junior Colleges .....	59





## CHAPTER I

### INTRODUCTION

#### Occupational Information Problem

Statement of the problem.-- The Boston University General College in its efforts to make additional curriculum provisions for imparting occupational information to its students, wished to benefit from the experiences of other like institutions in planning such a program. It was felt that the experiences gained in other institutions in setting up programs of occupational information would be of considerable help to those charged with planning a program of occupational information in the Boston University General College.

Lack of literature concerning programs of occupational information in institutions of higher learning.-- After considerable investigation it was found that there was a decided lack of information relative to the practices employed in the presentation of occupational information in institutions of higher learning. For the most part the existing literature is confined to the secondary level and for the purposes of the General College such information was felt to be of little value.

With the knowledge that there is little in the current literature concerning the programs of occupational information in institutions of higher learning, it was decided to conduct a survey to remedy

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the situation. If the practices employed in institutions of higher learning were known, such information would be of value to those charged with setting up programs of occupational information programs on the college level or to those institutions that are contemplating further modifications of existing programs. The experiences gained in various colleges could well serve as basic criteria in future planning and could be modified to meet local situations. The defects and the assets of the various existing programs would be known and of value to administrators as well as guidance personnel.

Justification of the problem.-- No person is completely self-made. The fact remains that all of us are in varying degrees dependent or have sought the advice of others in formulating plans. It goes without saying that one of the crucial decisions that must be made in life is the selecting of an occupation. Such occupational decisions are being made every day by thousands of college men and women throughout the United States. How well these choices are being made is indeed open to speculation.

If the practices of occupational information programs in schools of higher learning were known, it might serve as an aid in evaluating our ideas concerning the way college youth makes the all important vocational choice. With such information available, it is felt that such a question could be answered in part at least, and tangible evidence would take the place of mere speculation.

#### Complexities and Uncertainties

Complexities of the present day.-- The world today with all

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its complexities and uncertainties, its changing economic, political and sociological concepts, as well as the fast and constant changing technology, has made the choice of an occupation all the more difficult for the college youth of today. Specialization in the fields of work is now the vogue. As a result of this change, the demand for specialized education and training, the present day college youth is faced with the complex problem of determining which field of work he or she will embark on, much sooner than was the college youth of a generation past. With such a problem the college youth must take a more realistic look at the demands of his chosen occupational field of work. On this subject 1/ Shartle says:

The schools and colleges of the country have a great need for occupational information in individual and group educational and vocational counseling and establishing new and revised courses of study. The schools are often criticized by industry and business for not gearing educational programs to the actual requirements found in jobs. Students are also frequently critical of educational programs in the light of actual needs that graduates or school leavers encounter in trying to secure and hold a job.

It would seem evident from the above quotation that there is a recognized need for imparting occupational information in institutions of higher learning, if these institutions are to prepare their students for the world of work. Again Shartle stresses the need of

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1/ Carroll L. Shartle, Occupational Information. Prentice-Hall, Incorporated, New York, 1946. p. 5.

THE UNIVERSITY OF CHICAGO  
DEPARTMENT OF CHEMISTRY  
JANUARY 1950  
TO THE HONORABLE CHIEF OF BUREAU OF MINES  
WASHINGTON, D. C.  
FROM THE DIRECTOR OF THE UNIVERSITY OF CHICAGO  
RE: A REPORT ON THE PROGRESS OF THE RESEARCH  
CONDUCTED AT THE UNIVERSITY OF CHICAGO  
DURING THE YEAR 1949  
BY THE DIRECTOR OF THE UNIVERSITY OF CHICAGO  
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occupational information when he says:<sup>1/</sup>

The colleges have been less conspicuous in their development of occupational information for use by their students. Both secondary schools and colleges are generally still woefully inadequate in supplying occupational information to students, particularly information that reflects the nature of job opportunities in the communities in which their graduates seek employment.

With the knowledge that there is a definite lack of information concerning the existing practices of imparting occupational information on the college level and that there is a need for such information; it was therefore decided to conduct a survey of selected institutions of higher learning to determine the current practices employed in presenting occupational information.

Value of the study.-- This study is an attempt to meet the needs of the Boston University General College in its formulation of a program designed to impart occupational information to its students. Secondly, it is felt that the information obtained in this study will prove to be of value to other institutions of higher learning which are contemplating programs of occupational information and to help re-evaluate existing programs.

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<sup>1/</sup> Carroll L. Shartle, Op. Cit., p. 6.



## CHAPTER II

### PROCEDURE

#### The Research Instrument

Need of a research instrument.-- If the practices of presenting occupational information in institutions of higher learning were to be known, it would be necessary to establish contact with the various colleges that were to be surveyed. The ideal procedure would have been the personal contact and observation technique. However, such a plan would involve considerable expense and travel. Thus it was felt that a research instrument would best serve the purposes of this study.

Preparation of the research instrument.-- With the knowledge that a research instrument has many limitations, it was felt that such an instrument should be constructed with the utmost thought and study. The problem of constructing the instrument involved many and varied difficulties. These difficulties were primarily concerned with the form of the proposed instrument. It was felt that the instrument should be designed so that the whole program of the institution reporting could be obtained in a concise and accurate manner. Also, it was necessary to take into consideration the diverse programs of occupational information that would be reported.





Form of the research instrument.-- The exact form of the research instrument was indeed problematical. As previously stated in this study, the need of a research instrument that would cover all the diverse phases of the various programs of occupational information would have to be met. It is not within the scope of this study to discuss the merits and advantages of the various types of inquiry forms and questionnaires used in educational research. The fact that each of the many types of research instruments has distinct advantages made it obvious that no single form would meet our purposes.

With such an initial problem to be solved before embarking on the task of obtaining the desired data, a study of the conventional research instruments was undertaken. Such a study showed that the various forms of research instruments could be grouped into three main types. First there was the check-list type that allowed the reporting institution to check off items that had been set up by those sending out the instrument. The second type instrument could be called a question-and-answer instrument. In the question-and-answer form there are specific questions drawn up to obtain the desired information. The third could be an inquiry form which is a combination of the check-list and the questionnaire.

Each of the above forms of questionnaires has decided advantages but singly they would not meet the needs of this study and therefore could not be used as such.

Fully aware of the advantages of the before mentioned re-





search instruments, it was decided to incorporate the distinct advantages of each of the forms into one comprehensive and elastic questionnaire. By comprehensive it is meant that the research instrument would cover all the advantages of each single type. The term "elastic" means that the questionnaire would be adaptable in order that the various institutions reporting might have full scope in describing their particular program. Thus by the use of the various techniques of questionnaires any school attempting to report its program in full would not be limited by a single type of questionnaire.

Description of the research instrument.-- A sample of the questionnaire used in this study will be found in the Appendix. However, a description of the questionnaire will be necessary in order to give the reader a better understanding of its value and construction.

In order to avoid confusion on the part of the person filling out the questionnaire and to make it more effective, the instrument was divided into sections. It was expected that such a division of the questionnaire would avoid repetition in reporting on the part of the person describing the occupational information program of a specific institution. Also, such a division of material would aid in the final tabulation of the data obtained.

Four main sections of the questionnaire.-- The four main sections of the questionnaire decided on were the following: Section I, Plans of Organization for Group Study of Occupational Information; Section II, Content of Organized Offering in Occupational Information; Section III, Specific Methods Used in Imparting Occupational Information;



and Section IV, Objectives of Occupational Information.

The title page of the questionnaire was designed to obtain the vital statistics that would give validity to the study and serve as a medium of identification for the institution reporting, the person filling out the questionnaire, and the various population statistics necessary in such a study.

Detailed analysis of the questionnaire.-- It will be necessary to give the reader a detailed analysis of the questionnaire so that a better understanding of the ultimate findings may be possible. It is felt that if the reader is also aware of the content of the questionnaire, the content in the instrument will be justified.

Title page.-- The purpose of the title page has been stated before but a detailed analysis of the title page will shed additional light on its purpose. The first question listed asked for the name of the institution reporting, followed by the location of the institution. Both of these questions will enable us to establish the data related to those schools participating in the study and their location. The person who has been charged with the filling out of the questionnaire is requested to list his name so that the final tabulations may be sent to them. We believe that any person who went to the trouble of filling out the questionnaire should receive a copy of the completed findings. The person who filled out the questionnaire is then asked to state his or her official title. It is hoped that a list of the official titles of the respondents will give us an idea of the qualifications of the personnel in the various institutions who were charged with the filling





out of the questionnaire. Such information will also help to authenticate the data obtained.

The remainder of the questions on the Title Page are concerned with the number of students currently enrolled, and whether the institution is coeducational.

Section I, Plans of Organization for Group Study of Occupational Information.-- Section I is designed to obtain information concerning formal organization for the group study of occupational information. There are five sub-heads within Section I that deal with specific examples of organization. They are:

- A. Through regularly organized course (s) in guidance or occupations.
- B. By including definitely organized units in occupational information in one or more regular subject matter courses, i.e., English, Economics, etc.
- C. Through student assemblies.
- D. Through small interest group conferences.
- E. If some other plan of organization for group study of occupations is used please describe it on a separate sheet and attach to this form.

Through the five sub-heads in Section I it is felt that the reporting institution has ample opportunity to describe its plan of organization for the group study of occupations. If the program cannot be explained adequately through sub-heads A, B, C, and D, then sub-head E affords the opportunity for the respondent to describe his plan and attach the description to the questionnaire.

Section II, Content of Organized Offering in Occupational Information.-- The purpose of Section II of the questionnaire is to have





the reporting institution list the topics or units on occupations which are usually included in the offering of the reporting institution. A code is provided to facilitate the description of the unit or topic, that is, exactly how the topics or units are presented. If the respondent feels that more space is needed than is provided by the questionnaire, then he is encouraged to add additional topics or units on a separate sheet. The use of the code enables the reporting institution to describe the form of organization used in the presentation of the topics or units in a comprehensive way. It will also be noted that sample topics or units are suggested to aid the respondent in filling out this section of the research instrument.

Section III, Specific Methods Used in Imparting Occupational Information.-- It will be noted that Section III deals with specific methods of imparting occupational information in institutions of higher learning. The writer feels a debt of gratitude to Gertrude Forrester<sup>1/</sup> for the many suggestions found in her book, "Methods of Vocational Guidance", from which many of the methods suggested in that work were used in Section III of the research instrument.

The specific methods listed in the questionnaire were felt to offer a comprehensive coverage of methods for imparting occupational information, but there was the possibility that new methods, unknown to current writers are employed. With such a possibility in mind, a section was provided where the reporting institution could list additional methods not found in the research instrument.

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<sup>1/</sup> Gertrude Forrester, Methods of Vocational Guidance. D. C. Heath and Company, Boston, 1944.



Again, as in previous sections of the questionnaire, a simple code system was used to determine the frequency with which the various methods were used.

Section IV, Objectives of Occupational Information Programs.--

The possibility that there would be considerable variance of objectives of programs of occupational information in institutions of higher learning made it apparent that the needs of this study would best be achieved by allowing the reporting institutions to list their own objectives. Such a procedure would not limit the reporting institution to a specific set of objectives previously drawn up. It would be almost impossible to provide a check list of likely objectives and still hope to get full coverage.

Examples of objectives were provided so that the reporting institution would better understand just what the research instrument was attempting to find.

Many questionnaires that have been used in previous educational research were reproduced on a poor grade paper, and it was noted that the respondents had trouble writing on such a poor surface. Thus by using a bond paper to print the questionnaire on, the respondents would have little difficulty writing on the questionnaire, especially if ink was used by the respondent.

Test sampling of the research instrument.-- To determine the adequacy of the research instrument and to discover any defects, it was decided to use the research instrument on a sample population. The Boston University School of Business Administration and the Boston University General College were selected to test the research instrument.





Through the kind cooperation of the Guidance Staff at both schools, the research instrument was used to report their provisions for imparting occupational information. Upon the completion of the test sampling of the research instrument, the Guidance Staffs in both schools went over the results and added their suggestions.

After careful deliberation by those concerned with the test sampling, it was decided that the present research instrument would meet the needs of the proposed study. The research instrument then was printed in its present form and prepared for mailing to the selected institutions.

#### Selecting the Institutions

Preparation of the mailing list.-- The selection of the institutions of higher learning to be surveyed and the preparation of a mailing list offered many problems. With the great number of Senior and Junior Colleges in the United States, it was felt that only those institutions with programs of occupational information should be sent a questionnaire. By sending the questionnaire to only those institutions with known programs, a great deal of time and effort would be saved.

In order to obtain a list of such institutions, a letter requesting the names of institutions with programs of occupational information was sent to the United States Office of Education. The United States Office of Education reported that at present they had no such information but suggested that the various state departments of education may have such information.

Following the advice of the United States Office of Education,



a letter requesting the names of institutions of higher learning in their specific state having programs of occupational information was sent to the departments of education in the forty-eight states. Twenty-six replies were received and the great majority of them listed institutions with programs for imparting occupational information. The various guidance and educational journals offered many leads as did individual members of the Boston University faculty. The page in the New York Sunday Times dealing with education also provided many valuable leads.

Mailing procedure.-- When the mailing list was completed, the process of mailing out the questionnaire was inaugurated. With each questionnaire, a letter explaining the purpose of the study and requesting the cooperation of the institution, was included. A self-addressed and stamped envelope was provided for the convenience of the institution returning the questionnaire.

Thirty-eight Junior Colleges and one hundred and six Senior Colleges were sent questionnaires. Out of the total of one hundred and forty-four questionnaires sent out, replies were received from forty-eight Senior Colleges and Sixteen Junior Colleges.

Institutions participating in the study.-- Besides the sixty-four institutions returning completed questionnaires, a great many letters were received from other institutions concerning their programs. Such letters stated that there were no programs in operation but they hoped to start programs in the future. Also, many institutions wrote to the effect that they had no formal programs but offered occupational information on an informal basis. However, only those institutions that





returned completed questionnaires are included in this study. Following is a complete list of the institutions of higher learning participating in this study:

### Senior Colleges

Name of Institutions	Location
Adelphi College.....	Garden City, New York
Alfred University.....	Alfred, New York
Amherst College.....	Amherst, Massachusetts
Antioch College.....	Yellow Springs, Ohio
Berea College.....	Berea, Kentucky
Boston University College of Business Administration.....	Boston, Massachusetts
Boston University General College.....	Boston, Massachusetts
University of Bridgeport.....	Bridgeport, Connecticut
Bucknell University.....	Lewisburg, Pennsylvania
Denison University.....	Granville, Ohio
Drake University.....	Des Moines, Iowa
Duke University.....	Durham, North Carolina
Eastern Montana Normal College.....	Billings, Montana
Elmira College.....	Elmira, New York
University of Massachusetts.....	Amherst, Massachusetts
Mills College.....	Oakland, California
Mohawk College.....	Utica, New York
Montana State Normal College.....	Dillon, Montana
Montana State University.....	Missoula, Montana
University of New Hampshire.....	Durham, New Hampshire
New Mexico State Teachers College.....	Silver City, New Mexico
New York University School of Commerce.....	New York, New York
University of North Carolina.....	Chapel Hill, North Carolina
Ohio State University.....	Columbus, Ohio
Pasadena College.....	Pasadena, California
Roanoke College.....	Salem, Virginia
Russell Sage College.....	Troy, New York
Rutgers University School of Education.....	New Brunswick, New Jersey
Sampson College.....	Sampson, New York
Seton Hall College.....	South Orange, New Jersey
Simmons College.....	Boston, Massachusetts
University of South Carolina.....	Columbia, South Carolina
Springfield College.....	Springfield, Massachusetts
Stetson University.....	De Land, Florida
Stevens Institute of Technology.....	Hoboken, New Jersey
Stephens College.....	Columbia, Missouri
Swathmore College.....	Swathmore, Pennsylvania
Syracuse University.....	Syracuse, New York





## Senior Colleges, con't.

Name of Institution	Location
Temple University.....	Philadelphia, Pennsylvania
Trinity College.....	Hartford, Connecticut
Union College.....	Schenectady, New York
Vanderbilt University.....	Nashville, Tennessee
Wesleyan University.....	Middletown, Connecticut
Williams College.....	Williamstown, Massachusetts
Wilmington College.....	Wilmington, Ohio
Wilson College.....	Chambersburg, Pennsylvania
Wittenberg College.....	Springfield, Ohio
Wofford College.....	Spartanburg, South Carolina

## Junior Colleges

Bucknell University Junior College.....	Wilkes-Barre, Pennsylvania
Chicago City Junior College, Herzl Branch.....	Chicago, Illinois
Colby Junior College.....	New London, New Hampshire
Fullerton Junior College.....	Fullerton, California
Holyoke Junior College.....	Holyoke, Massachusetts
Tarleton Agricultural College.....	Tarleton Station, Texas
Long Beach Junior College.....	Long Beach, California
Marin Junior College.....	Kentfield, California
Morton Junior College.....	Cicero, Illinois
Riverside Junior College.....	Riverside, California
San Francisco Junior College.....	San Francisco, California
San Mateo Junior College.....	San Mateo, California
San Monica Junior College.....	San Monica, California
Stockton Junior College.....	Stockton, California
Vincennes University Junior College.....	Vincennes, Indiana
Westbrook Junior College For Girls.....	Portland, Maine

## Characteristics of the Institutions

Purpose of the title page.-- The title page of the questionnaire was designed to obtain the vital statistics concerning the institutions represented in this study. If the vital statistics of the schools were known, the whole picture of the programs of occupational information in the sixty-four institutions surveyed would have more meaning.

If the reader is aware of the various characteristics of



the institutions in this study, he will interpret the data with more understanding. That is, the vital statistics such as the name and location of the reporting institutions and their size help the reader to better understand the situation relating to occupational information programs in institutions of higher learning.

As previously stated, such information adds to the validity of the study. A typical example of the value of such vital statistics adding to the validity of the study are Tables 1 and 2 which list the titles of the respondents. It is felt that any reader who notes the official titles cannot help but be impressed by the qualifications of the various respondents.

Therefore, this chapter will be concerned with the characteristics of the responding institutions.

Diversity of respondent titles.-- From the titles of the respondents who reported the programs of occupational information for their respective institutions, it is quite evident that considerable thought and time was given to the questionnaire. The data indicated in Tables 1 and 2 would seem to show that the respondents are well qualified to report on the programs of occupational information.

Table 1. Titles of Respondents Reporting in 48 Senior Colleges

Titles of Respondents	Frequency
Director of Placement.....	13
Associate Dean.....	4
Director of Guidance.....	3
Dean of Women.....	3
Dean.....	3
Director of Student Personnel.....	2





Table 1. (concluded)

Frequency

Director, Veterans Administration Guidance Center.....	1
President.....	1
Director, University Testing Service.....	1
Dean of Freshmen and Sophomores.....	1
Head, Department of Education.....	1
Assistant Director, Bureau of Testing and Guidance....	1
Vocational Appraiser.....	1
Vocational Appraiser and Instructor of Psychology.....	1
Men's Counselor.....	1
Director of Men's Counseling.....	1
Director of Admissions and Guidance.....	1
Associate Personnel Director.....	1
Director, University Counseling Service.....	1
Assistant to the Director of Personnel.....	1
Vocational and Educational Counselor.....	1
Guidance Counselor.....	1
Director, Occupational Guidance Service.....	1
Vocational Guidance Director.....	1
Registrar.....	1
Director, Opportunities Service.....	1

The duties of the various respondents would vary from school to school as do their titles. However, it is interesting from an administration viewpoint, to know what personnel are given the task of carrying out programs of occupational information in institutions of higher learning. The personnel in both the Junior and Senior Colleges as given in Tables 1 and 2 are similar, that is, both groups of officials hold responsible positions in their respective institutions.

Table 2. Titles of Respondents Reporting in 16 Junior Colleges

Titles of Respondents	Frequency
Dean of the College.....	3
Instructor, College Personnel.....	1
Guidance Director.....	1
Vocational Counselor and Associate Dean.....	1
Head Counselor.....	1



Table 2. (concluded)                      Titles of Respondents                      Frequency

Dean of Curriculum and Guidance.....	1
Dean of Guidance.....	1
Associate Dean.....	1
Dean of Women.....	1
Dean of Men and Director of Guidance.....	1
Counselor, Guidance Office.....	1
President.....	1
Director, Veterans Administration Guidance Center.....	1
Director of Counseling and Guidance.....	1

As has been stated previously, it is difficult to read in the duties of the various officials listed in Tables 1 and 2, because of the various sizes of the reporting institutions. It seems logical that if an administrative official reported the program of occupational information, such a person was in all probability engaged in such a program. This would be true particularly in the smaller institutions where personnel often serve in dual capacities, while in institutions of greater size specialists in guidance carry out only guidance functions.

Range of enrollments reported.-- To the question on the title page of the questionnaire, "Number of students currently enrolled?", the greatest number of Senior Colleges were found to have enrollments in the 1001 to 2500 category. In the Junior Colleges the greatest number of schools appeared in the 1001 to 2500 category as did the Senior Colleges.





Table 3. Range of Enrollment Distribution of 48 Senior Colleges as Reported.

Number of Students Enrolled	Number of Schools	Percent
Under 500.....	5	10.4
501 to 1,000.....	11	22.9
1,001 to 2,500.....	19	39.5
2,501 to 5,000.....	8	16.6
5,001 to 10,000.....	2	4.1
Over 10,000.....	3	6.2
Total	48	

Table 4. Range of Enrollment Distribution of 16 Junior Colleges as Reported.

Number of Students Enrolled	Number of Schools	Percent
Under 500.....	4	25.0
501 to 1,000.....	3	18.7
1,001 to 2,500.....	7	43.7
2,501 to 5,000.....	2	12.5
Total	16	

Obviously there are changes in the total enrollment of any institution because of withdrawals, transfers and various other reasons. Therefore the enrollment figures given in Tables 3 and 4 are approximate. Many of the reporting institution listed their respective student populations as approximate. It is felt that the total enrollment picture will not be changed by the relative difference between actual and approximate figures.



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Total number of students represented in the study.-- The total number of students in this study is approximate as has been previously explained, but as close to the actual enrollment as is possible under the circumstances. In the Junior College category there are approximately 23,883 students, representing sixteen institutions. There is approximately a total of 168,697 students represented in the forty-eight Senior Colleges. The grand total of students in this study, representing sixteen Junior Colleges and forty-eight Senior Colleges, is approximately 192,580 students.

Analysis of population data.-- The data in Table 5 indicates that coeducational institutions are in the majority in the Senior and Junior College category.

Table 5. Analysis of Coeducational Population of the 64 Reporting Institutions.

Description of Institution	Total Number of Reporting Institutions	Coeducational	
		Number	Percent
Senior College.....	48	30	62.5
Junior College.....	16	14	87.5
Total	64	44	68.7

In regards to the institutions with only men or women students, it was found that there are approximately twice as many institutions admitting only men than those admitting women. The significant difference found in both Tables 5 and 6 is that 68.7 percent of the total institutions surveyed are coeducational as against 31.2 that are not coeducational.

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Table 6. Analysis of Student Population of the 64 Reporting Institutions  
Admitting Men or Women Only.

Description of Institution	Total Number	Men		Women	
		Number	Percent	Number	Percent
Senior College...	48	13	27.0	5	10.4
Junior College...	16	0	0	2	12.5
Total	64	13	20.3	7	10.9

1. The first part of the document is a list of names and addresses of the members of the committee.

2. The second part of the document is a list of names and addresses of the members of the committee.

3. The third part of the document is a list of names and addresses of the members of the committee.

4. The fourth part of the document is a list of names and addresses of the members of the committee.

5. The fifth part of the document is a list of names and addresses of the members of the committee.

6. The sixth part of the document is a list of names and addresses of the members of the committee.

7. The seventh part of the document is a list of names and addresses of the members of the committee.

8. The eighth part of the document is a list of names and addresses of the members of the committee.

9. The ninth part of the document is a list of names and addresses of the members of the committee.

10. The tenth part of the document is a list of names and addresses of the members of the committee.



### CHAPTER III

#### ORGANIZATION FOR GROUP STUDY OF OCCUPATIONAL INFORMATION

##### Organization and the Program

Importance of organization.-- It is axiomatic in education that good planning is essential to good teaching. Thus, in the presentation of occupational information in institutions of higher learning a basic plan of organization of the material to be presented is necessary. For without definite plans of organization, the objectives of the program and the means of carrying them out are likely to be lost in the maze of confusion that shrouds poorly planned teaching.

With the recognized need for good planning and organization in the presentation of occupational information, the research instrument was designed so that the reporting institution could easily describe its particular plan of organization for the study of occupational information. A detailed description of the research instrument and its function concerning plans of organization has been given in a previous section of this study. As stated in the detailed description of the research instrument, the respondents were given considerable latitude in their description of the organization for the group study of occupational information. It is felt that the various institutions represented in this study should state their plans of organization in order that the total program may be better understood. Thus, the whole program could be evaluated in relation to the content, specific methods

# Title

Author

## Abstract

The purpose of this study was to investigate the effects of a specific intervention on a target population. The study was conducted over a period of six months, during which time data was collected and analyzed. The results of the study indicate that the intervention had a significant positive impact on the target population, with improvements observed in several key areas. These findings suggest that the intervention may be a valuable tool for addressing the needs of the target population.

The study was designed to explore the relationship between the intervention and the target population. The research was conducted in a controlled environment, allowing for the isolation of the intervention's effects. The data collected was analyzed using statistical methods, which revealed a clear correlation between the intervention and the observed outcomes. This suggests that the intervention is effective in achieving its intended goals.

The findings of this study have important implications for the target population. They suggest that the intervention can be used as a means of improving the quality of life for individuals in the target population. This information can be used to inform policy decisions and to guide the development of future interventions. The study also highlights the need for further research in this area, as there are still many questions that need to be answered.

and objectives. Therefore this chapter will be concerned with the plans of organization for the group study of occupational information in institutions of higher learning.

Description of the tables.-- It should be brought to the attention of the reader that each table in this chapter lists the plans of organization as stated in the research instrument. For purposes of comparison, separate tables describing each form of organization have been set up for Senior Colleges and Junior Colleges. Also, each single statement in the tables represents a single institution. The number of institutions not reporting are given at the conclusion of each table.

An attempt has been made to preserve the original statement. However, it has been necessary, in some instances, to edit the original statement to meet the requirements of limited space. In the cases where it has been necessary to edit the original statement to meet the needs of limited space, the original idea has been preserved.

#### Detailed Analysis of the Organization

Through regularly organized courses in guidance or occupations.-- It was found that thirty-six Senior Colleges out of the forty-eight represented in this study, reported no organized courses in guidance or occupations. Of the sixteen Junior Colleges surveyed, ten reported no formal course in guidance or occupations. The data suggest that regularly organized offerings in occupational information are for the most part, the exception.

However, it should be noted that many of the institutions that reported no formal offerings in guidance or occupations use other media for imparting occupational information. The various other

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media of presenting occupational information will be considered in subsequent sections of this study.

The data would seem to indicate that the majority of the formal course offerings could be listed under General Orientation in both the Senior and Junior Colleges. A comparison of Tables 7 and 8 indicates that a majority of the formal offerings occur in the first year of school.

Half of the Senior Colleges reporting formal organized courses in guidance or occupations stated that such were required courses, and the other six Senior Colleges offered them as electives.

Table 7. Plans of Organization For Group Study of Occupational Information Through Regularly Organized Courses in Guidance or Occupations As Reported in 48 Senior Colleges.

Title of Course	Classes Offered To	Number Of Weeks	Periods Per Week	Required Or Elected	Amount Of Credit
General Orientation.....	Fresh.	30	1	R	0
Occupations and Occupational Research.....	Jr. Sr. Grad.	18	3	E	3
Group Guidance, and Education- al and Occupa- tional Orien- tation.....	Fresh.	30	1	R	2
Youth Manpower and Guidance..	Sr.	20	3	E	5
Business Orien- tation.....	Fresh.	30	1	R	4
Freshmen Orien- tation.....	Fresh.	18	1	R	1



THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

RESEARCH REPORT

NO. 1000

BY

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CHICAGO, ILLINOIS

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Table 7. (concluded)

Title of Course	Classes Offered To	Number Of Weeks	Periods Per Week	Required Or Elected	Amount Of Credit
Orientation....	Fresh.	1	1	R	0
Orientation....	Fresh.	12	1	R	0
Occupational Planning.....	Fresh. Soph.	9	1	E	1
Vocational Guidance.....	Jr. Sr.	18	3	E	3
College Oppor- tunities.....	Fresh.	30	1	R	0
Occupational Information..	Jr. Sr.	12	2	E	3/4
<u>Note:</u> Thirty-six institutions reported no regularly organized courses in Guidance or Occupations.					

Table 8. Plans of Organization For Group Study of Occupational Information Through Regularly Organized Courses in Guidance or Occupations As Reported in 16 Junior Colleges.

Title of Course	Classes Offered To	Number Of Weeks	Periods Per Week	Required Or Elected	Amount Of Credit
Freshmen Counseling....	Fresh.	8	1	E	0
College Techniques....	Fresh.	18	1	R	1
College and Life.....	Fresh.	17	2	R	2
Psychology Five.....	Fresh. Soph.	18	2	E	2

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Table 8. (concluded)

Title of Course	Classes Offered To	Number Of Weeks	Periods Per Week	Required Or Elected	Amount Of Credit
Home Economics					
Orientation,	Fresh.	18	1	R	1
and	Fresh,				
Current	Soph.	18	1	E	1
Affairs.....					
Personal					
Development..	Fresh.	18	2	E	1
Occupations....	Fresh.				
	Soph.	18	3	E	3
Occupations	Fresh.				
and	Soph.	18	2	E	2
Psychology of	Fresh.				
Adjustment...	Soph.	18	2	E	2
Occupations and	Soph.				
Occupational	Jr.				
Research.....	Sr.	16	2	E	2
Methods of					
Study and					
Career Guid-	Fresh.	16	2	R	2
ance Problems					
of Vocational					
Adjustment...	Fresh.	16	2	E	2
Note: Ten institutions reported no regularly organized courses in Guidance or Occupations.					

Three of the Junior Colleges made their formal course a requirement while ten put it on an elective basis.

The vast majority of the Senior and Junior Colleges offer academic credit for their formal course in Guidance or Occupations. Also a majority of the institutions ran the course in Guidance or Occupations for a period of eighteen weeks or half of a school year. The courses in Guidance or

Date		Time		Location	
1	10	10	10	10	10
2	10	10	10	10	10
3	10	10	10	10	10
4	10	10	10	10	10
5	10	10	10	10	10
6	10	10	10	10	10
7	10	10	10	10	10
8	10	10	10	10	10
9	10	10	10	10	10
10	10	10	10	10	10
11	10	10	10	10	10
12	10	10	10	10	10
13	10	10	10	10	10
14	10	10	10	10	10
15	10	10	10	10	10
16	10	10	10	10	10
17	10	10	10	10	10
18	10	10	10	10	10
19	10	10	10	10	10
20	10	10	10	10	10
21	10	10	10	10	10
22	10	10	10	10	10
23	10	10	10	10	10
24	10	10	10	10	10
25	10	10	10	10	10
26	10	10	10	10	10
27	10	10	10	10	10
28	10	10	10	10	10
29	10	10	10	10	10
30	10	10	10	10	10
31	10	10	10	10	10

The following table shows the results of the experiments conducted on the 1st of January 1900. The results are given in the form of a table, the columns of which are headed by the names of the experiments, and the rows by the names of the experiments. The results are given in the form of a table, the columns of which are headed by the names of the experiments, and the rows by the names of the experiments.



Occupations of over half of the Senior and Junior Colleges met one period a week. Of course it is difficult to judge the number of periods per week because of the variation of the length of a period from institution to institution. For example, one school may meet once a week and spend two hours while another school could meet twice a week and still spend the same amount of time.

Organized units in occupational information in one or more regular subject matter courses.-- Of the forty-eight Senior Colleges reporting, forty reported no organized units in occupational information in regular subject matter courses. Ten of the Junior Colleges surveyed reported no units of occupational information integrated with regular subject matter courses.

In Tables 9 and 10 each statement represents one school.

Table 9. Plans of Organization for Group study of Occupational Information by Including Definitely Organized Units in Regular Subject Matter Courses as Reported in 48 Senior Colleges.

Title of Course	Approximate Number of Periods	Required Or Elected	Classes Offered To
Art and Science of Home- making.....	2	E	Junior
Freshmen English.....	4	R	Fresh.
All departments emphasize occupational information when possible.....	-	-	All students.
Life Science.....	Interspersed	R	Open to
Business Administration....	with sub-	E	all
English.....	jects	R	students.

The first part of the report deals with the general situation of the country and the progress of the work of the Commission. It is followed by a detailed account of the work of the Commission in the various departments of the country. The report then goes on to discuss the work of the Commission in the various departments of the country. The report then goes on to discuss the work of the Commission in the various departments of the country.

Summary of the work of the Commission in the various departments of the country			
Department	Work done	Amount of work done	Amount of work done
1. General	1. General	1. General	1. General
2. Education	2. Education	2. Education	2. Education
3. Health	3. Health	3. Health	3. Health
4. Agriculture	4. Agriculture	4. Agriculture	4. Agriculture
5. Industry	5. Industry	5. Industry	5. Industry
6. Commerce	6. Commerce	6. Commerce	6. Commerce
7. Finance	7. Finance	7. Finance	7. Finance
8. Public Works	8. Public Works	8. Public Works	8. Public Works
9. Social Services	9. Social Services	9. Social Services	9. Social Services
10. Miscellaneous	10. Miscellaneous	10. Miscellaneous	10. Miscellaneous

Table 9.(concluded)

Title of Course	Approximate Number of Periods	Required Or Elected	Classes Offered To
English.....	-	R	All students.
.....			
Applied Psychology.....	1	E	Upper three.
Electrical Engineering...	1	-	Depends on major.
Survey of Engineering....	-	-	Majors
English.....	-	-	All students.
Business Organization....	5	E	Anyone.
Radio in Modern Society..	2	E	Anyone.
Nursery School Methods...	2	E	Soph.
Aviation in the Modern World.....	3	E	Anyone.
Field of Social Work.....	10	E	Anyone.
Merchandising.....	3	E	Anyone.
Introduction to Adver- tising.....	1	E	Anyone
<u>Note:</u> Forty institutions reported no units of occupational information in reg- ular subject matter courses.			

Table 10. Plans of Organization for Group Study of Occupational Information by Including Definitely Organized Units in Regular Subject Matter Courses as Reported in 16 Junior Colleges.

Title of Course	Approximate Number of Periods	Required or Elected	Classes Offered To
Business Organization.....	3	E	Fresh. Soph.
Secretarial Practice.....	-	R	Soph.
Given in all subject matter courses when possible...	-	-	All students.

Name		Address		Occupation	
1	John Smith	123 Main St	12345	Teacher	Male
2	Jane Doe	456 Oak Ave	67890	Nurse	Female
3	Robert Brown	789 Pine Rd	01234	Engineer	Male
4	Emily White	101 Elm St	56789	Artist	Female
5	Michael Green	202 Maple Dr	90123	Doctor	Male
6	Sarah Black	303 Cedar Ln	45678	Lawyer	Female
7	David Lee	404 Birch Way	89012	Writer	Male
8	Lisa King	505 Spruce Ct	34567	Scientist	Female
9	James Hall	606 Willow St	78901	Businessman	Male
10	Anna Scott	707 Ash Ave	23456	Historian	Female

Name		Address		Occupation	
11	Thomas Wilson	808 Hickory Dr	67890	Farmer	Male
12	Patricia Moore	909 Walnut St	12345	Librarian	Female
13	Christopher Taylor	1010 Cherry Ln	56789	Musician	Male
14	Michelle Adams	1111 Peach Way	90123	Designer	Female
15	Benjamin Clark	1212 Plum Ct	45678	Chef	Male
16	Rebecca Evans	1313 Apple St	89012	Translator	Female
17	Gregory King	1414 Orange Ave	34567	Architect	Male
18	Stephanie Hall	1515 Grape Rd	78901	Journalist	Female
19	Anthony Scott	1616 Lemon Dr	23456	Programmer	Male
20	Christina Lee	1717 Lime St	67890	Researcher	Female



Table 10. (concluded)

Title of Course	Approximate Number of Periods	Required or Elected	Classes Offered To
Psychology of Adjustment.....	10	E	Soph.
Personal Development.....	6	E	Fresh.
Personnel Relations.....	13	R	All trade students.
Introduction to Business.....	10	E	Business Education Majors.
<u>Note:</u> Ten institutions reported no units of occupational information in regular subject matter courses.			

Thus in the grouping it will be noted that some of the schools that do have such a plan of integration have more than one regular subject matter course in which occupational information is included. The data suggest that integration of occupational information with regular subject matter courses is not generally in use, at least in the sixty-four institutions of higher learning surveyed in this study. Of the eight Senior Colleges and the six Junior Colleges that did have definite units of occupational information, the majority of them tend to be included in subjects that deal with direct application rather than theoretical subjects. The typical example of this trend is the use of such units in Business Administration courses rather than the Liberal Arts. In general, such subject courses are open to qualified students and are elective.





Through student assemblies.-- The analysis of the data concerned with imparting occupational information through the medium of student assemblies seems to indicate that the majority of the reporting institutions use such a plan. Twenty Senior Colleges reported no planned vocational assemblies and eight Junior Colleges reported no assemblies. It will be noted in Tables 11 and 12 that there is a great variety in the frequency of vocational assemblies.

The majority of the assemblies in both the Senior and Junior Colleges are planned for the entire student body or those students with special interests in particular fields of work. Of the various plans for the presentation of occupational information, vocational assemblies seem to be popular in the sixty-four institutions surveyed. As in the previous sections dealing with the plans of organization for the group study of occupational information, each statement represents a single institution.

Table 11. Plans of Organization for Group Study of Occupational Information Through Students Assemblies as Reported in 48 Senior Colleges.

Assemblies Planned For	Frequency of Planned Vocational Assemblies
Freshmen classes.....	Held between Jan. and April. Two or three a week.
Freshmen classes.....	Six times a year.
Engineering freshmen.....	Once a week for eighteen weeks.
Freshmen.....	Three times a year or more if requested.



Table 11. (continued)

Assemblies Planned For	Frequency of Planned Vocational Assemblies
Freshmen and sometimes all students.....	No set number.
All students.....	No set number.
All University Career Day for entire student body..	Once a year.
College as a whole and sometimes special interests groups.....	Average three a year.
Freshmen and sophomores.....	No set number.
All classes.....	Twelve times a year.
All classes.....	Once a year for two full days.
All classes.....	One-half day devoted fully to a round table discussion.
All classes.....	One full day conference every other year, with occasional conferences in alternative years.
All classes (Career Planning Lectures).....	Six times a year.
Voluntary.....	Ten times a year.
All classes.....	Twenty to twenty-five a year.
All classes.....	Five times a year.
Freshmen.....	Weekly.
Seniors.....	Once or twice a year.
All classes.....	One general meeting a year.
All classes.....	One big occupational conference a year.
All students interested in special fields.....	Depending on the demand.

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Table 11. (concluded)

Assemblies Planned For	Frequency of Planned Vocational Assemblies
All freshmen and other classes on a voluntary basis.....	Once a year, two full days.
Freshmen and sophomores required to attend and other students on a voluntary basis.....	Six times a year.
Freshmen and sophomores.....	No set number.
Entire student body.....	Four every year.
Sophomores.....	Once a year.
Entire student body.....	No set number.
Special groups of interested students.....	No set number.
<u>Note:</u> Twenty institutions reported no planned vocational assemblies.	

Table 12. Plans of Organization for Group Study of Occupational Information through Student Assemblies as Reported in 16 Junior Colleges

Assemblies Planned For	Frequency of Planned Vocational Assemblies
All students interested.....	No set number.
All students interested.....	No set number.
All students.....	No set number.
All students.....	Yearly.
Nursing, engineering and journalism majors.....	Two every year.
Separate assemblies for special majors.....	Weekly.
Business Department.....	Full day a year.
Home Economics Department.....	Full day a year.
Separate assemblies for special majors.....	No set number.
<u>Note:</u> Eight institutions reported no planned vocational assemblies.	

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Through small interest group conferences.-- From the data obtained relating to the presentation of occupational information through small interest groups, it would seem that such a method is used in a majority of the institutions surveyed. Eighteen Senior Colleges and ten Junior Colleges reported no planned small group study of occupational information.

The size of the small interest groups ranges from ten students to as many as three hundred. The great majority of both the Senior and Junior Colleges have definite, scheduled group meetings. This fact could be interpreted to mean that meetings are held on the basis of student demands, or when qualified speakers are available.

Table 13. Plans of Organization for Group Study of Occupational Information Through Small Interest Group Conferences as Reported in 48 Senior Colleges.

Basis of Organization	Average Size of Groups	Percent of Total Stu- dent Body	Frequency of Group Meetings
Students with like interests meet with the placement officials to discuss problems.	35	-	No set number.
Majors in various fields.....	20-40	-	Two a year
Occasional interest groups.....	50	-	Varies.
A week of vocational emphasis...	20-30	10.0	Twice.
Guidance forums in the major fields.....	50-70	Most students	Thirty a Year.
Special interest groups.....	40	-	No set number.
Clubs invite speakers.....	50-70	25.0	Four a Year.

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Category	Sub-category	Value	Percentage
Category 1	Sub-category 1	100	100%
Category 2	Sub-category 2	200	200%
Category 3	Sub-category 3	300	300%
Category 4	Sub-category 4	400	400%
Category 5	Sub-category 5	500	500%
Category 6	Sub-category 6	600	600%
Category 7	Sub-category 7	700	700%
Category 8	Sub-category 8	800	800%
Category 9	Sub-category 9	900	900%
Category 10	Sub-category 10	1000	1000%



Table 13. (continued)

Basis of Organization	Average Size of Groups	Percent of Total Stu- dent Body	Frequency of Group Meetings.
Outside speakers invited to speak to interested groups..	20-200	40.0	Four a Year.
Occasionally interested groups.	20-35	-	No set number.
Special interest groups.....	25-300	-	Twenty- five a year.
Students with special interest.	25-30	All Students	Eight a Year.
Outside speakers talk with interested students.....	25	-	Six a Year.
Outside speakers talk with interested students.....	-	-	-
Dean talks with Seniors.....	10	Seniors Only	No set number.
Seniors meet with possible employers and discuss their interests and opportunities.....	15-20	10.0	Weekly for three months.
Various clubs invite noted authorities to discuss vocational opportunities..	-	Seniors only	Every week or so.
Engineering Society invites speakers to talk on voca- tional opportunities.....	100	10.0	Once a week.
Various special interest clubs.....	30	-	Every few weeks.
Special interest clubs hold meetings and discuss voca- tional opportunities.....	-	-	No set number.
Department heads hold voca- tional opportunities talks..	-	25.0	No set number.



Name		Address	
1	John Doe	123 Main St	Anytown, NY
2	Jane Smith	456 Elm St	Anytown, NY
3	Robert Brown	789 Oak St	Anytown, NY
4	Emily White	101 Pine St	Anytown, NY
5	Michael Green	202 Cedar St	Anytown, NY
6	Sarah Black	303 Birch St	Anytown, NY
7	David Lee	404 Spruce St	Anytown, NY
8	Lisa King	505 Willow St	Anytown, NY
9	James Hall	606 Ash St	Anytown, NY
10	Anna Scott	707 Hickory St	Anytown, NY
11	Christopher Adams	808 Sycamore St	Anytown, NY
12	Michelle Baker	909 Dogwood St	Anytown, NY
13	Andrew Wilson	1010 Magnolia St	Anytown, NY
14	Stephanie Taylor	1111 Redwood St	Anytown, NY
15	Benjamin Moore	1212 Cypress St	Anytown, NY
16	Karen Evans	1313 Juniper St	Anytown, NY
17	Gregory Phillips	1414 Fir St	Anytown, NY
18	Christina Turner	1515 Palm St	Anytown, NY
19	Jonathan King	1616 Cedar St	Anytown, NY
20	Rebecca Hall	1717 Birch St	Anytown, NY

Table 13. (concluded)

Basis of Organization	Average Size of Groups	Percent of Total Stu- dent Body	Frequency of Group Meetings
Students discuss test results in light of their voca- tional interests.....	-	Juniors and Seniors	Four meetings a year.
Special interest groups.....	75	-	Once a month.
Special interest groups.....	15-30	20.0	Once a month.
Seniors meet with possible employers.....	15-20	-	No set number.
Special interest clubs have speakers talk on voca- tional opportunities.....	15-20	5.0	Once a month.
Career Counseling Series, speakers from various occupations talk on vocational opportunities.	25	10.0	Eighteen meetings.
Fraternities invite speakers to talk on vocations and vocational opportunities..	10-40	-	No set number.
Technical societies invite speakers to talk on voca- tional opportunities....	-	-	No set number.
Recent graduates are invited to meetings to discuss vocational opportunities.	50-100	-	No set number.
Meetings are held in dormi- tories to discuss voca- tional problems.....	-	-	No set number.

Note: Eighteen institutions reported no planned group study of occupational information.

Year	Month	Day	Event
1900	Jan	1	.....
1900	Jan	2	.....
1900	Jan	3	.....
1900	Jan	4	.....
1900	Jan	5	.....
1900	Jan	6	.....
1900	Jan	7	.....
1900	Jan	8	.....
1900	Jan	9	.....
1900	Jan	10	.....
1900	Jan	11	.....
1900	Jan	12	.....
1900	Jan	13	.....
1900	Jan	14	.....
1900	Jan	15	.....
1900	Jan	16	.....
1900	Jan	17	.....
1900	Jan	18	.....
1900	Jan	19	.....
1900	Jan	20	.....
1900	Jan	21	.....
1900	Jan	22	.....
1900	Jan	23	.....
1900	Jan	24	.....
1900	Jan	25	.....
1900	Jan	26	.....
1900	Jan	27	.....
1900	Jan	28	.....
1900	Jan	29	.....
1900	Jan	30	.....
1900	Jan	31	.....

Table 14. Plans of Organization for Group Study of Occupational Information Through Small Interest Group Conferences as Reported in 16 Junior Colleges.

Basis of Organization	Average Size of Groups	Percent of Total Stu- dent Body	Frequency of Group Meetings
Panel discussions on various occupations held in classes..25-30		50.0	Once a week.
Special interest groups..... 10		-	Four a year.
Special interest groups..... 10-15		50.0	Six a year.
Held in dormitories on an informal basis for those students interested..... 35		50.0	No set number.
Special interest groups..... 10-50		75.0	Twice a year.
Students meet with their advisers on a volunteer basis..... 11-45		60.0	Twice a year.
<u>Note;</u> Ten institutions reported no planned group study of occupational information.			

Summary of the findings.--From a study of the findings, it is evident that many institutions of higher learning are failing to provide organized group study of occupational information. It is indeed open to speculation as to how much and how good the vocational information given to students in institutions of higher learning is.

However, it is not the purpose of this study to speculate, but the data seem to point to the fact that there is considerable room for improving the organization for the group study of occupational information in the sixty-four institutions of higher learning surveyed.

It would seem that more should be done in institutions of higher

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

RESEARCH REPORT

1960

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learning to present occupational information through the medium of small interest groups. The informal groups who listen to speakers dealing with occupational information in specific fields of work affords the student an excellent opportunity to get first hand information. The use of the field trip by special interest groups to places of employment gives the students the opportunity to observe workers and to talk to those who are actively engaged in working in the students special interest field. The use of the small interest group for the study of occupational information is of particular merit because of the personal attention a student may get to his particular vocational interest or problem. It is felt that a student may get a much better understanding of the nature of the work and its problems by seeing and talking to workers who are in the field. Personal observation of working conditions are of tremendous value to the student who is contemplating work in the particular field which he has the opportunity to observe.

The first of these is the fact that the system is not a simple one. It is a complex one, and it is one that is not easily understood. The second is the fact that the system is not a simple one. It is a complex one, and it is one that is not easily understood. The third is the fact that the system is not a simple one. It is a complex one, and it is one that is not easily understood. The fourth is the fact that the system is not a simple one. It is a complex one, and it is one that is not easily understood. The fifth is the fact that the system is not a simple one. It is a complex one, and it is one that is not easily understood. The sixth is the fact that the system is not a simple one. It is a complex one, and it is one that is not easily understood. The seventh is the fact that the system is not a simple one. It is a complex one, and it is one that is not easily understood. The eighth is the fact that the system is not a simple one. It is a complex one, and it is one that is not easily understood. The ninth is the fact that the system is not a simple one. It is a complex one, and it is one that is not easily understood. The tenth is the fact that the system is not a simple one. It is a complex one, and it is one that is not easily understood.

## CHAPTER IV

### CONTENT OF ORGANIZED OFFERING IN OCCUPATIONAL INFORMATION

#### Content and the Program

Importance of content.-- If the content of the various programs were known, a more complete picture of the various occupational information programs in the reporting institutions could be obtained. The content of the program reflects the caliber of the entire program. That is, the actual topics or units dealing with occupational information are in reality, the very heart of the program.

This Chapter will be concerned with an examination of the Content of the programs of occupational information as reported in the cooperating institutions.

Diversity of content.-- The actual content of the various programs would be expected to be diverse and to vary to meet the specific needs of the particular institution. As previously explained in Chapter II, the reporting institution was asked to list the topics or units dealing with occupational information which are usually included in the offering of the institution.

It was felt that the anticipated diversity of offerings would require a self-explanation on the part of the respondent in this phase of the total program. It may be noted that the research instrument offered examples of typical topics or units to guide the respondent. Space was





provided to allow the reporting institution to list the topics or units regularly offered in the particular institution. If the reporting institution needed additional space to list its offerings, the addition of a separate sheet to the research instrument was encouraged.

Group organization and content.-- In order to determine the kind of group organization through which each topic or unit was presented, a code was provided to facilitate the reporting of such data. Thus, the respondent listed the topic or unit and the form of group organization used in presenting the topic or unit. The form of group organization is necessary in order to know how the topic or unit is presented to the students. The forms of organization listed are:

- A. Through regularly organized course(s) in guidance or occupations.
- B. By including definite units in occupations in one or more subject matter courses.
- C. Through student assemblies.
- D. Through small interest group conferences.
- E. Through other plans described by the person reporting.

The respondent was requested to indicate the form of organization through which each topic or unit is presented by using the capital letters A, B, C, D, or E. Thus a simple code was utilized to describe the form of group organization used for a particular unit or topic and at the same time made it possible to handle the data with comparative ease in the final tabulations.

#### Content in Higher Education

Topics and units in occupational information.-- The data presented in Table 15 indicates that the Senior Colleges represented in this study, have for the most part, failed to offer topics or units dealing





with occupational information. Of the forty-eight Senior Colleges represented in this study, thirty-two reported no topics or units related to the study of occupational information.

However, many of the Senior Colleges that reported in the negative explained that occupational information was presented on an individual basis or through other media explained in previous and subsequent chapters of this study. Some of the Senior Colleges went to great length to describe their individual approach to the presentation of occupational information. It was also noted that many of the Senior Colleges referred to their lack of units or topics in an apologetic manner.

The situation in the Junior Colleges is the complete reverse of the Senior Colleges. Seven of the sixteen Junior Colleges surveyed reported no topics or units dealing with occupational information. Thus it may be concluded that the Junior Colleges offer more in organized occupational topics or units than do the Senior Colleges, that is, as found in this study. In Tables 15 and 16 the topics and units are arranged in their rank order. Because of the limited space in preparing a Table, the Code letters are used to denote the group organization.

Need for editing.-- In response to Part II of the research instrument, many of the respondents listed topics and units that dealt with the guidance program and were not concerned with the presentation of occupational information. The needs of this study would be best met if only those topics and units concerned with occupational information were used in the preparation of the data. Again, as in other sections



of this study, it was found that there existed a great diversity in the verbiage of the stated units and objectives, but their ideas were similar. Therefore it was necessary to edit the statements, keeping in mind the original idea. It is felt that such editing will avoid repetition and add to the clarity of the statements. At all times, the original idea was kept intact even though the verbiage was through necessity changed.

Opportunities in various fields.-- In the Senior Colleges the topic dealing with opportunities in various fields of work ranked first. It should be noted, in the column entitled, Number of Schools Reporting, that many of the institutions listing such a topic or unit had related topics in a specific occupation and therefore it was necessary to record the number of times a related topic occurred. For example, Topic A under the general title of Opportunities in Business has twenty-two schools listing such a topic or unit. Also, under the Form of Group Organization it should be noted that many institutions reporting a particular topic or units, presented said topic or unit under one or more different forms of group organization. Thus, Opportunities in English (Senior College) has a total of five under Organization while only three institutions reported such a topic. The reason for such a condition is that some topics or units were offered under more than one form of organization. Such a procedure holds true in Table 16 also.

Summary of the findings.-- From the data presented in Tables 15 and 16 it is quite evident that there is considerable room for improvement in the Senior Colleges in presenting units and topics dealing





Table 15. Content of Organized Offering in Occupational Information as Reported in 48 Senior Colleges.

Rank Order	Statement of Topic or Unit	Number of Schools Reporting	Form of Group Organization			
			A	B	C	D
1.	Opportunities in: (9)					
	A. Business.....	22	10	0	10	11
	B. Science.....	18	1	1	11	10
	C. Medicine.....	4	0	0	1	3
	D. English.....	3	0	0	2	3
	E. Political Science and Law.....	3	1	0	2	1
	F. Education.....	1	0	0	1	1
	G. Art.....	1	0	0	1	1
	H. Sociology.....	1	0	0	1	1
	I. Foreign Service.....	1	0	0	1	1
2.	Employment trends and opportunities.....	8	1	0	6	5
3.	The gathering of occupa- tional information and its use in a job study.....	5	4	2	1	1
4.	The use of tests in deter- mining occupational choice and adjustment.....	4	4	0	2	1
5.	Choosing courses of study in relation to vocational goals.....	3	1	0	3	0
5.	Factors influencing the em- ployment interview.....	3	1	1	1	1
6.	How to write letters of app- lication.....	2	0	2	0	2



Table 15. (concluded)

Rank Order	Statement of Topic or Unit	Number of Schools Reporting	Form of Group Organization			
			A	B	C	D
6.	Choosing a career.....	2	2	0	1	0
6.	Success on the job.....	2	1	0	2	0
6.	Career counseling series.....	2	0	0	0	2
7.	The library as a source of occupational information...	1	1	0	0	0
7.	Suggestions for job seekers..	1	1	0	0	0
7.	Physical adjustments on the job.....	1	1	0	0	0
7.	The relation of permanent work to early work exper- ience.....	1	1	0	1	0
7.	Particular problems of women as to careers and marriage.	1	1	1	0	0
7.	Vocational orientation.....	1	0	0	1	1
7.	Consideration of social needs in choosing an occupation..	1	1	0	0	0
7.	Plan of action for individual students in selecting a career.....	1	1	0	0	0
7.	The present economic setting and the quest for security.	1	1	0	1	0
<u>Note:</u> Thirty-two institutions reported no regular topics or units.						

with occupational information. The Junior Colleges have done considerably more in this respect.

It is felt that the needs of the individual students will



Table 16. Content of Organized Offering in Occupational Information as Reported in 16 Junior Colleges.

Rank Order	Statement of Topic or Unit	Number of Schools Reporting	Form of Group Organization			
			A	B	C	D
1.	How to get a job.....	5	2	4	0	1
2.	Success on the job.....	4	4	1	0	0
2.	The gathering of occupational information and its use in a job study.....	4	3	1	0	0
2.	The use of tests in determining occupational choice and ad- justment.....	4	4	0	0	0
3.	Choosing a career.....	3	3	0	0	0
3.	General survey of occupations.	3	3	0	0	0
3.	Opportunities in: (3)					
	A. Education.....	2	0	0	0	2
	B. Clerical Work.....	2	0	2	0	1
	C. Engineering.....	2	0	0	0	2
	D. Medicine.....	1	0	1	0	1
	E. Business.....	1	0	1	0	1
	F. Law.....	1	0	1	0	1
	G. Chemistry.....	1	0	0	0	1
	H. Art.....	1	0	0	0	1
	I. Journalism.....	1	0	0	0	1
	J. Architecture.....	1	0	0	0	1
4.	Related occupations.....	1	1	0	0	0
4.	How to write letters of appli- cation.....	1	1	0	0	0





Table 16. (concluded)

Rank Order	Statement of Topic or Unit	Number of Schools Reporting	Form of Group Organization			
			A	B	C	D
4.	On-the-job training oppor- tunities.....	1	0	0	0	1
4.	Opportunities for advance- ment.....	1	0	1	0	1
4.	Schools offering specialized and professional training..	1	0	1	0	1
4.	School subjects and related occupations.....	1	1	0	0	0
4.	Relation of a position to homemaking.....	1	0	1	0	0
4.	How to prepare for a specific job.....	1	1	0	0	0
4.	Current and future occupa- tional opportunities.....	1	1	0	0	0
4.	Finding job vacancies.....	1	1	0	0	0
4.	The employment interview.....	1	1	0	0	0
<u>Note:</u> Seven institutions reported no regular topics or units.						

best be met if the institutions of higher learning inject more occupational information into their regular offerings. If such a procedure is adhered to, the students will see the value of their particular courses in the light of the direct application of particular courses to their vocational choice. That is, students will see that academic courses are not vague and without application to the work-a-day world. With a knowledge of what to expect in a given field of work, a student is less



likely to be shocked by the reality of working at his chosen occupation. In many cases, adequate occupational information will prevent students from making bad vocational decisions.

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## CHAPTER V

### SPECIFIC METHODS USED IN IMPARTING OCCUPATIONAL INFORMATION

#### Importance of Method

Need for specific methods.-- As in any phase of teaching, there are many methods used in the transfer of knowledge. Without such methods of transfer, education would be almost impossible. Each new era brings new methods and techniques in the presentation of subject matter. The methods used a century ago in education have gone through the process of modification and many new ones have been added.

Thus in the field of occupational information, as in other phases of education, specific methods are used in the presentation of such information. Also, like other fields of education, the methods employed are diverse and ever changing to meet the needs of the times. It is felt that if the methods used in the presentation of occupational information were known and such data made available to those charged with programs of occupational information, such data would prove of great value.

Teaching technique.-- Specific methods used in institutions of higher learning in presenting occupational information are not only a teaching technique, but an indication of planning. Such information concerning method would help in re-evaluating existing practices and in



planning future programs.

It would seem unlikely that any program of occupational information that has no specific methods could be called complete. No matter how many high sounding objectives have been drawn up for any program, such objectives are futile if the means of carrying them out do not exist.

Diversity of methods.-- In the preparation of the research instrument the likelihood of many diverse methods of presenting occupational information in the various institutions had to be considered. It was felt that if the research instrument included as many and proven techniques of presenting occupational information as possible, it would be easier for the reporting institution to check off the methods employed.

Therefore the research instrument listed twenty methods that could be used to impart occupational information. The respondents were asked to check those methods used in their particular situation and to state the frequency of their use. Additional space was provided for those institutions that had other methods not found in the research instrument to list such methods.

Tables 17 and 18 list the specific methods and their frequency as reported by those institutions represented in this study. Each method is listed according to its rank number. By such a procedure the reader can easily see which methods are widely used in institutions of higher learning. For clarity, the visual aids are grouped together. The methods used in the Senior and Junior Colleges are given in separate Tables for easy comparison.

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### Method in Higher Education

Institutions reporting.-- Of the sixty-four institutions surveyed, five Senior Colleges reported no specific methods used and one Junior College reported in the negative. Concerning those institutions that reported no specific methods for imparting occupational information, the logical question could be asked as to how occupational information could be imparted without the use of specific methods. No explanation can be offered other than the possibility that occupational information is presented to students on an individual basis or through the placement service.

The use of visual aids.-- In the Senior College group, forty-three reported the use of visual aids to impart occupational information. The use of visual aids in the Junior Colleges was just as extensive with fifteen reporting their use of such a method. Tables 17 and 18 list the methods used to impart occupational information in rank order; thus it can be easily seen which methods are dominant and which methods are not generally used. It should be noted that visual aids are grouped together and when the sum of their total frequency was added it was found that they ranked first in both Senior and Junior Colleges.

The use of printed material.-- The findings indicate that a great majority of the institutions use printed materials dealing with occupational information. Such use of printed materials is of great value in presenting occupational information to students on the college level. The advantage of having such information available in the school library is that students have easy access to such a valuable source. The library





is often a place where students spend a great deal of time, both in study and leisure reading, and thus is conducive to vocational investigation.

The use of up-to-date files containing the unbound material dealing with occupational information is commendable. It is felt to be essential because of the constant change in the employment picture and the ever changing technology of the present day. A good example of these every changing demands is quite evident in the aviation industry. Books dealing with aviation that were written only a few short years ago are considered obsolete at the present time. Requirements for entering professions are in a state of constant change and the changing economics of the nation require a continuous flow of new material dealing with occupational information.

The school library, working hand in hand with those charged with occupational information programs, can accomplish a great deal in seeing that the students receive the latest information at all times. Such a policy on the part of the various institutions of higher learning can save the time and money of the students.

Table 17. Specific Methods Used in Imparting Occupational Information as Reported in 48 Senior Colleges.

Rank Order	Specific Method Used	Frequency		
		Never Used	Occasionally Used	Regularly Used
1.	Visual aids are used to impart occupational information: (43)			
	a. Bulletin board.....	17	18	13
	b. Posters.....	20	19	9



Table 17. (continued)

Rank Order	Specific Method Used	Frequency		
		Never Used	Occasionally Used	Regularly Used
	c. Motion pictures....	27	16	5
	d. Charts.....	33	9	6
	e. Film strips.....	33	13	2
	f. Graphs.....	36	10	2
	g. Slides.....	37	8	3
2.	Books about occupations.....	9	17	22
2.	Occupational monographs and pamphlets.....	9	18	21
2.	Information on training opportunities (school and college catalogues).....	9	16	23
3.	Interviews are arranged for students with workers in their field of interest....	12	19	17
3.	Technical books and trade periodicals.....	12	23	13
4.	Talks are given by special- ists in various fields.....	13	20	15
5.	Biographies of successful men and women in various occupations.....	14	23	11
6.	Up-to-date files containing unbound materials per- taining to occupations.....	17	11	20
7.	Field trips are arranged to places by: (29)			
	a. All the student body.	45	3	0
	b. Special interest groups.....	22	22	4





Table 17. (concluded)

Rank Order	Specific Method Used	Frequency		
		Never Used	Occasionally Used	Regularly Used
8.	Students are given assignments which require a personal investigation of one or more fields of work.....	30	11	7
9.	Want adds in newspapers are studied as an indication of present trends in employment and kinds of occupations that are seeking workers.....	39	7	2
10.	Recordings giving occupational information are used.....	46	2	0
11.	Classes listen to radio programs which give occupational information.....	47	1	0
<u>Note:</u> Five institutions reported no specific methods and are included under <u>Never Used</u> .				

Table 18. Specific Methods Used in Imparting Occupational Information as Reported in 16 Junior Colleges.

Rank Order	Specific Method Used	Frequency		
		Never Used	Occasionally Used	Regularly Used
1.	Visual aids are used to impart occupational information: (15)			
	a. Bulletin board..	4	7	5
	b. Posters.....	5	6	5

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Table 18. (continued)

Rank Order	Specific Method Used	Frequency		
		Never Used	Occasionally Used	Regularly Used
	c. Charts.....	5	7	4
	d. Graphs.....	5	7	4
	e. Motion pictures..	7	8	1
	f. Slides.....	7	8	1
	g. Film strips.....	10	5	1
1.	Books about occupations....	1	4	11
1.	Biographies of successful men and women in various occupations.....	1	10	5
1.	Occupational monographs and pamphlets.....	1	3	12
1.	Technical books and trade periodicals.....	1	10	5
1.	Information on training opportunities (school and college catalogues).....	1	6	9
2.	Up-to-date files containing unbound materials pertain- ing to occupations.....	2	3	11
3.	Interviews are arranged for students with workers in their field of interest..	3	10	3
4.	Field trips are arranged to places of employ- ment by: (12)			
	a. All the student body.....	16	0	0
	b. Special interest groups.....	4	11	1



Table 18. (concluded)

Rank Order	Specific Method Used	Frequency		
		Never Used	Occasionally Used	Regularly Used
5.	Students are given assignments which require a personal investigation of one or more fields of work.....	6	8	2
6.	Talks are given by specialists in various fields..	7	8	1
6.	Want adds in newspapers are studied as an indication of present trends in employment and kinds of occupations that are seeking workers.....	7	8	1
7.	Recordings giving occupational information are used.....	12	4	0
8.	Classes listen to radio programs which give occupational information.....	13	3	0
<u>Note:</u> One institution reported no specific methods and was included under <u>Never Used</u> .				

Personal contacts.-- By personal contact we mean the opportunity to hear specialists in various fields talk, personal observation and interviews with workers in the field. This use of personal contact as a method of imparting occupational information is widely used by the institutions represented in this study. Such a technique affords the student the opportunity to learn at first hand some of the demands and





requirements in his particular field of interest. Talks by specialists in particular fields of work enable the students to learn of the current requirements and opportunities from one who is well qualified to discuss such matters.

Occupational radio programs and records.-- The use of radio programs and records giving occupational information ranked last in the findings. Perhaps this low ranking is due to the infrequent occupational information programs on the radio. There are many recordings available that deal with the problems of youth in selecting an occupation and other related problems. However, the institutions surveyed generally did not use this medium for imparting occupational information.

Summary of the findings.-- It is evident from the data concerning the specific methods used to impart occupational information that the institutions of higher learning are using many and varied techniques in their respective programs. The fact that none of the reporting institutions added additional methods to those listed in the research instrument indicates that ample coverage was provided for the reporting of methods.



## CHAPTER VI

### OBJECTIVES OF OCCUPATIONAL INFORMATION PROGRAMS

#### Objectives and Planning

Need of objectives in planning programs.-- The need for extensive planning in any program of occupational information is essential if the program is to be a success. If an institution of higher learning is to have an adequate program of occupational information, definite objectives must guide the program. Without specific objectives a program lacks direction and purpose. Therefore, it is basic that those charged with such programs should have definite objectives before the actual program is set into motion.

It goes without saying that once definite objectives are established, a full program to reach those objectives can then be planned. This essential point may be clarified if we look at the program of occupational information as the means and the objectives of that program as the end.

Common objectives found in institutions of higher learning.-- It was to be expected that there would be a common context of objectives guiding the various programs in the institutions surveyed. Thus when the final returns were analysed, it was noted that many of the institutions had like objectives guiding their respective programs. Even though there existed a common context of objectives, there was a tremendous variance





in the verbiage.

Need of editing to avoid repetition.-- With the great variation in the verbiage of the objectives but with a common core of thought it was felt that the objectives should be edited. If the objectives as originally stated were thus presented to the reader there would be a great deal of needless repetition. However by editing the objectives to fit the ideas rather than the verbiage, the needless repetition has been avoided. In all cases the objectives are in keeping with their original ideas.

For purposes of comparison the objectives of the programs of occupational information in the Senior Colleges and the Junior Colleges are listed in separate tables. It will be noted that the frequency with which the objectives appeared in their original form is given in both tables so that it can easily be seen how often the idea incorporated in the objective occurred.

It was also found that many of the reporting institutions listed objectives which had no direct relation to programs of occupational information. Many of the objectives concerned themselves with the guidance program in general. Such general objectives were discarded because they shed no light on the problems of this study.

If the reader compares the objectives of the Senior Colleges with those of the Junior Colleges, a marked similarity can be seen.



Table 19. Statements of Objectives of Occupational Information Programs in 48 Senior Colleges as Reported.

Rank Order	Statement of Objectives	Fre- quency	Per- cent
1.	To provide students with an over- view of fields of work.....	12	25.0
2.	To help students acquire a knowledge of how to study occupations.....	7	14.5
2.	To provide students with a picture of their abilities, aptitudes, per- sonality patterns, individual needs, and occupational oppor- tunities open to them so that they may make a wise vocational selection.....	7	14.5
3.	To provide students with vocational information as the basis for the choice of a college pro- gram of study.....	5	10.4
4.	To acquaint students with opportunities for employment in the various occu- pations.....	4	8.3
5.	To build an appreciation of general education rather than a narrow voca- tional goal.....	2	4.1
5.	To provide students with information con- cerning further or specialized training in other institutions.....	2	4.1
5.	To encourage students to make voca- tional choices on the basis of sound and extensive occupational infor- mation.....	2	4.1
6.	To provide a philosophy of service and security, community participation and good homemaking.....	1	2.0
6.	To give students first-hand contacts with workers in various fields.....	1	2.0
	No formal objectives reported.....	25	52.0

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DEPARTMENT OF THE HISTORY OF ARTS  
RESEARCH REPORT

No.	Date	Description
1	1951	.....
2	1952	.....
3	1953	.....
4	1954	.....
5	1955	.....
6	1956	.....
7	1957	.....
8	1958	.....
9	1959	.....
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68	2018	.....
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87	2037	.....
88	2038	.....
89	2039	.....
90	2040	.....
91	2041	.....
92	2042	.....
93	2043	.....
94	2044	.....
95	2045	.....
96	2046	.....
97	2047	.....
98	2048	.....
99	2049	.....
100	2050	.....



Table 20. Statements of Objectives of Occupational Information Programs in 16 Junior Colleges as Reported.

Rank Order	Statement of Objectives	Frequency	Percent
1.	To provide students with an overview of fields of work.....	3	18.7
1.	To help students acquire a knowledge of how to study occupations.....	3	18.7
1.	To provide students with a picture of their abilities, aptitudes, personality patterns, individual needs, and occupational opportunities open to them so that they may make a wise vocational selection.....	3	18.7
2.	To aid in obtaining adequate and accurate information regarding schools, courses, hobbies, and occupations that will enable the student to best prepare for the world of work.....	2	12.5
3.	To realize the significance of specific courses studied toward individual vocational objectives.....	1	6.2
3.	To impart to students a knowledge of job outlets in relation to his or her college major.....	1	6.2
3.	An occupational survey of the immediate area.....	1	6.2
3.	To aid students in selecting, obtaining and succeeding in a vocation.....	1	6.2
3.	To acquaint students with problems confronting workers on the job.....	1	6.2
3.	To show the interdependence of all occupations and to some extent break down the occupational snobbery that too often exists.....	1	6.2
3.	To help students make tentative plans for the future.....	1	6.2



THE UNIVERSITY OF CHICAGO  
DEPARTMENT OF CHEMISTRY  
CHICAGO, ILLINOIS 60637

RECEIVED: 10/10/78  
FROM: J. H. D. E. J. H. D. E. J. H. D. E.

TO: J. H. D. E. J. H. D. E. J. H. D. E.

RE: J. H. D. E. J. H. D. E. J. H. D. E.

DATE: 10/10/78

BY: J. H. D. E. J. H. D. E. J. H. D. E.

FOR: J. H. D. E. J. H. D. E. J. H. D. E.

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BY: J. H. D. E. J. H. D. E. J. H. D. E.

Table 20. (concluded)

Rank Order	Statement of Objectives	Fre- quency	Per- cent
3.	To lead the student to recognize the value of education and training in school and out.....	1	6.2
3.	To make it clear that only optimal health habits, character traits, willingness to work hard and to cooperate, ability to get along with others and many other personality traits are of importance for success in any occupation.....	1	6.2
	No formal objectives reported.....	10	62.5

#### Lack of Formal Objectives in Planning

Failure to establish objectives.-- From the data obtained, it would seem that the majority of institutions represented in this study have failed to set up formal objectives to govern their programs of occupational information. Fifty-two percent of the forty-eight senior colleges reporting had no formal objectives. In the Junior Colleges, 62.5 percent of the sixteen institutions surveyed reported no formal objectives.

The data suggest that the reporting institutions have failed to establish formal objectives to govern their programs of occupational information. It should be brought to the reader's attention that many of the institutions that reported no formal objectives have extensive programs in operation. The possibility that many institutions have vague objectives that govern their respective programs exists, but it

1890

January 1st

Dear Sir,

.....

I have the honor to acknowledge the receipt of your letter of the 27th inst.

.....

.....

Yours faithfully,

J. H. [Signature]

I have the honor to acknowledge the receipt of your letter of the 27th inst. and in reply to inform you that the same has been forwarded to the proper authorities for their consideration. I am, Sir, very respectfully,  
Yours faithfully,  
J. H. [Signature]

is difficult to comprehend a smooth working program without formal objectives.

Perhaps the state of flux that many occupational information programs are in is due to the lack of formal objectives. It is felt that formal and pre-conceived objectives add stability to programs.

Overview of fields of work.-- In the twenty-three Senior Colleges reporting definite objectives, twelve of them had as one of their objectives the presenting of an overview of the fields of work. Of the six Junior Colleges reporting formal objectives, three of them listed the presenting of an overview of the fields of work. It is evident that those schools having formal objectives realize the need of giving their students a composite picture of the fields of work. By so doing, it is possible to bring about the realization that all occupations are related and that they are dependent on each other.

How to study occupations.-- Seven of the twenty-three Senior Colleges and three of the six Junior Colleges reporting formal objectives listed the objective of teaching their students how to study occupations. Teaching students the means to acquire occupational information is of permanent value. If students learn to investigate a likely occupation and learn how to obtain facts concerning that occupation, they are less likely to go into a job situation blindly. This holds true in the post-college period when the former students are more or less on their own and do not have the advantages of counseling offered in college.

Summary of the findings.-- From the data obtained concerning objectives of occupational information in institutions of higher





learning, it is evident that better planning is necessary. The institutions of higher learning could do a great deal more in the planning of programs of occupational information in the light of sound objectives. It is believed that such objectives that govern the programs should be well thought out and designed to meet the needs of the students of the particular institution. Good planning will bring about the realization of sound objectives. Once sound objectives are established, the whole program of occupational information can be directed towards the objectives.



## CHAPTER VII

### SUMMARY AND CONCLUSION

#### Needs of Higher Education

Failure to provide organized group study.-- The data concerned with the organization for the group study of occupational information indicates that the institutions represented in this study, could do a great deal more in this respect than is being done at the present time. For example, forty-six institutions out of the sixty-four surveyed reported no organized courses for the study of occupational information. The majority of the reporting institutions have no integration of occupational information with regular subject matter courses. This is also true with regard to provisions for imparting occupational information through the medium of assemblies or small interest groups.

Thus it is quite evident that the reporting institutions have generally failed to provide for the group study of occupational information. Such a failure on the part of institutions of higher learning is significant in that group organization is a medium of reaching all students.

Content of occupational information programs.-- Again the findings indicate that the majority of the reporting institutions have failed to provide units or topics dealing with the study of occupations. The possibilities of integrating occupational information in regular subject matter courses is unlimited.

# THE

## AMERICAN

### REVIEW

OF THE

PROGRESS OF THE AMERICAN PEOPLE  
IN THE  
ARTS, SCIENCES, LITERATURE, AND  
GENERAL CIVILIZATION  
FROM 1776 TO 1876  
BY  
JAMES M. COOK

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JAMES M. COOK

THE

AMERICAN

The relation between academic courses and a career could be brought to the students' attention through the medium of integration of subject matter courses with occupational information. However, the data show that the reporting institutions have, for the most part, failed to use this medium of imparting occupational information.

Specific methods and objectives.-- The use of visual aids to impart occupational information was found to be extensive in the majority of the institutions surveyed. The use of various methods for imparting occupational information was found to be extensive as well as diversified.

The majority of the institutions reporting, have failed to establish definite objectives to guide their respective programs of occupational information. This failure to establish definite objectives indicates that there is a general lack of established goals for the various programs to aim at. The data also indicate that the institutions could do a great deal more in planning their respective programs. Well laid out goals will lead to achievement. Once definite objectives are established, the whole program can be designed toward the realization of the goals and thus give direction to the occupational information program.

General conclusion.-- We may conclude by saying that the sixty-four institutions of higher learning represented in this study could do a great deal more in providing occupational information to their students. With the evident need for occupational information in our present day, it is felt that institutions of higher learning should give more consideration and study to means of providing occupational information to college youth.



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A well-rounded occupational information program on the college level would help to alleviate the problem faced by present day youth in selecting, preparing, and entering a vocation. It would be well worth the time and effort to find out the needs of college youth in regard to occupational information and to establish a program designed to meet those needs.

What helps America's youth helps America. It would be well for institutions of higher learning to re-evaluate their respective occupational information programs in the light of the needs of college youth.

#### Limitations and Future Studies

Limitations of the present study.-- The present study is limited in its coverage to sixty-four institutions of higher learning. The selection of the participating institutions was based primarily on previous knowledge of existing programs of occupational information. Therefore, it is impossible to form a complete picture of the provisions for imparting occupational information in institutions of higher learning on the basis of this study alone.

The research instrument used to obtain the desired data in this study was designed to obtain information concerning only the provisions for imparting occupational information. It is felt that there is a definite correlation between the occupational information program and the whole guidance program. This study made no provisions for correlating the total guidance program with the occupational information phase. The role of the placement bureau and the provisions for imparting occupational information on an individual basis were not covered in



the present study.

Need for further study.-- In order to draw any general conclusions concerning the provisions for imparting occupational information in institutions of higher learning, the scope of the study should be increased. That is, there should be more institutions surveyed in future studies than were surveyed in the present study. Also, future studies could increase their coverage by surveying those institutions of which no previous knowledge of the provisions for imparting occupational information were known. By so increasing the coverage or scope of future studies, a more composite and complete picture of occupational information programs in institutions of higher learning could be obtained.

The possibility of correlating the complete guidance program with the occupational information phase affords an opportunity for future studies.

THE  
[Faint, illegible text follows in several lines, appearing to be a list or index of items.]



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## BIBLIOGRAPHY

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# Introduction

1898

The first part of the book is devoted to a general survey of the history of the subject. It begins with a brief account of the early attempts to explain the phenomena of life, and then proceeds to a more detailed consideration of the various theories which have been advanced. The author then discusses the progress of the science of life, and the various methods which have been employed to study it. He then discusses the various branches of the science of life, and the various methods which have been employed to study them. He then discusses the various branches of the science of life, and the various methods which have been employed to study them.

# Conclusion

The second part of the book is devoted to a more detailed consideration of the various theories which have been advanced. The author then discusses the progress of the science of life, and the various methods which have been employed to study it. He then discusses the various branches of the science of life, and the various methods which have been employed to study them. He then discusses the various branches of the science of life, and the various methods which have been employed to study them.

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APPENDIX



## APPENDIX A

Dear Sir:

This letter is to invite your interest in a problem that is generally recognized as a common one in colleges - that of imparting information about occupations. The persistent efforts of veterans to work out job objectives and the recognition that the study of occupations as a phase of general education have re-emphasized the need for providing occupational information to students in some systematic manner.

The increasing desire on the part of many institutions to make some provisions to meet this need prompts the belief that a study of existing programs of occupational information would be helpful.

Accordingly, the writer, who is a graduate student in guidance and personnel, has undertaken to obtain from selected junior and senior colleges descriptions of practices utilized to provide students with information about occupations. It is hoped that the various approaches being made to the problem can be published for the information of all interested.

It would therefore be greatly appreciated if you would invite the appropriate person in your organization to report the practices now being used in your institution to impart occupational information to students.

The enclosed inquiry form will facilitate the response to this study. I shall be glad to send you a summary of the study of existing practices when it is completed.

Respectfully yours,

Louis O. Gorman

Approval of Study:  
Dr. J. Wendell Yeo  
Professor of Education  
Boston University





## APPENDIX B

BOSTON UNIVERSITY GENERAL COLLEGE  
178 NEWBURY STREET  
BOSTON, MASSACHUSETTS

\*AN INQUIRY CONCERNING OCCUPATIONAL INFORMATION PROGRAMS IN  
INSTITUTIONS OF HIGHER LEARNING

Name of institution reporting \_\_\_\_\_

Location \_\_\_\_\_

Report made by \_\_\_\_\_

Official title \_\_\_\_\_

Number of students currently enrolled \_\_\_\_\_

Is your institution coeducational? Yes \_\_\_ No \_\_\_ Date \_\_\_\_\_

\* Please return this inquiry form as soon as possible to the following address:  
Mr. Louis O. Gorman, 422 Newbury Street, Boston 15, Massachusetts

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Below are listed several plans of organization used by schools and colleges in imparting occupational information. Please check in the parenthesis provided to indicate what form(s) of grouping is used in your school or college. For each item checked, please give the information requested:

( ) A. Through regularly organized course(s) in guidance or occupations.

Title of Course(s)	Classes to Which Offered (Fr., Soph. etc.)	Length of Course		Check One		Amount of Academic Credit
		No. of Weeks	Periods Per Week	Required	Elective	
1.						
2.						
3.						

( ) B. By including definitely organized units in occupational information in one or more regular subject matter courses, i.e., English, Economics, etc..

Title of Course	Approx. No. of Periods Devoted to Occupational Information Topics	Check One		Classes to Whom Course is Open
		Required	Elective	
1.				
2.				
3.				
4.				
5.				

(Add titles of other courses on separate sheet if necessary)

( ) C. Through student assemblies.

1. For what classes or groups are vocational assemblies planned? \_\_\_\_\_

2. How often are vocational assemblies scheduled? \_\_\_\_\_

3. Are these assemblies related to either plan A or B above? If so how? \_\_\_\_\_

( ) D. Through small interest group conferences.

1. On what particular basis are these groups organized? \_\_\_\_\_

2. What is the average size of the groups? \_\_\_\_\_

3. What proportion of the student body participate in conferences? \_\_\_\_\_

4. How frequently do the groups meet? \_\_\_\_\_

( ) E. If some other plan of organization for group study of occupations is used please describe it on a separate sheet and attach to this form.



DIRECTIONS: Please list below in column 1 the topics or units on occupations which are usually included in the offering of your institution.

In column 2 please indicate as in the previous section the kind of group organization through which each topic or unit is presented. Use only the capital letters (see code) of the form of organization(s) which apply to the particular topic.

CODE TO BE USED:

- A- Through regularly organized course(s) in guidance or occupations.
- B- By including definite units in occupations in one or more subject matter courses.
- C- Through student assemblies.
- D- Through small interest group conferences.
- E- Through other plans described by person reporting.

Column 1 Name of Topic or Unit	Column 2 Code letter
Examples: Opportunities in clerical occupations	A.D
How to get a job	B
1	
2	
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17	
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19	
20	

(Add a separate sheet with other topics listed if necessary)



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Below are listed methods of imparting occupational information in institutions of higher learning. In the parenthesis below, please indicate the methods which apply in your situation by using the following code:

- 0- Never used
- 1- Occasionally used
- 2- Regularly used

- 
1. The school library cooperates in imparting occupational information by having the following sources of occupational information available for student use.
    - ( ) a. Books about occupations.
    - ( ) b. Biographies of successful men and women in various occupations.
    - ( ) c. Up-to-date files containing unbound materials pertaining to occupations.
    - ( ) d. Occupational monographs and pamphlets.
    - ( ) e. Technical books and trade periodicals.
    - ( ) f. Information on training opportunities (school and college catalogues).
  - ( ) 2. Talks are given by specialists in various fields.
  3. Field trips are arranged to places of employment by
    - ( ) a. All the student body.
    - ( ) b. Special interest groups.
  4. Visual aids are used to impart occupational information.
    - ( ) a. Film strips.
    - ( ) b. Slides.
    - ( ) c. Motion pictures.
    - ( ) d. Graphs.
    - ( ) e. Charts.
    - ( ) f. Posters.
    - ( ) g. Bulletin board displays.
  - ( ) 5. Students are given assignments which require a personal investigation of one or more fields of work.
  - ( ) 6. Want ads in newspapers are studied as an indication of present trends in employment and kinds of occupations that are seeking workers.
  - ( ) 7. Interviews are arranged for students with workers in their field of interest.
  - ( ) 8. Recordings giving occupational information are used.
  - ( ) 9. Classes listen to radio programs which give occupational information.

#### ADDITIONAL COMMENTS:

In the space below please describe any additional methods used in your institution for imparting occupational information.

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#### IV. OBJECTIVES OF OCCUPATIONAL INFORMATION PROGRAM

Please list on separate sheet the objectives which underlie the program described above.

Examples: To provide students with an over-view of fields of work.

To help students acquire a knowledge of how to study occupations.

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CONTENTS  
ORIGINAL ARTICLES  
SYMPOSIUM

THE JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION  
PUBLISHED WEEKLY  
CHICAGO, ILL., MAY 1, 1919

ORIGINAL ARTICLES  
SYMPOSIUM  
THE JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION  
PUBLISHED WEEKLY  
CHICAGO, ILL., MAY 1, 1919

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